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MATURITNÁ ÚROVEŇ B2

Andrea Billíková
Soňa Kondelová

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- 30 rozpracovaných maturitných tém
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- počúvanie, písanie, čítanie s porozumením
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MATURITNÉ TÉMY

1 Family
2 Culture and Art
3 Sports and Games
4 Housing
5 Food
6 Shopping
7 Banking and Finances
8 Health Care
9 Education
10 Jobs
11 Human Relationships
12 People and Nature
13 Science and Technology
14 Communication – Its Means and Forms
15 Learning Languages

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Kniha 1: lekcie 1 – 15 (príprava na maturitu: 3. ročník) + testy 1 – 3

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Angličtina

maturita

vyššia úroveň

(B2)

KNIHA 1

(Lekcie 1 – 15, Testy 1 – 3)

Andrea Billíková
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Milí maturanti!

Angličtina – maturita – vyššia úroveň (B2) je tu pre Vás v novom šate. Táto „all-inclusive" príručka na maturitnú skúšku z angličtiny bola vypracovaná na základe Vašich skutočných potrieb a požiadaviek, aby ste úspešne zvládli ústnu aj písomnú časť maturitnej skúšky – úroveň B2. Z praktických dôvodov sme príručku rozdelili na dve časti:

Angličtina – maturita – vyššia úroveň (B2) Kniha 1 – *odporúčame pre študentov gymnázií a stredných odborných škôl v 3. ročníku. V tejto cvičebnici nájdete:*

- rozpracované maturitné témy 1 – 15,
- 3 kompletné vzorové maturitné testy, ktoré testujú všetky jazykové zručnosti tak, ako na maturitnej skúške,
- kľúč a prepisy nahrávok časti Počúvanie s porozumením v lekciách aj v testoch.

Angličtina – maturita – vyššia úroveň (B2) Kniha 2 – *odporúčame pre študentov gymnázií a stredných odborných škôl v 4. ročníku. V tejto cvičebnici nájdete:*

- rozpracované maturitné témy 16 – 30,
- 3 kompletné vzorové maturitné testy, ktoré testujú všetky jazykové zručnosti tak, ako na maturitnej skúške,
- kľúč a prepisy nahrávok časti Počúvanie s porozumením v lekciách aj v testoch,
- návod na prípravu na ústnu skúšku (návod k videu).

Súčasťou sady príručiek sú:

2 x CD: audionahrávky k časti Počúvanie s porozumením
1 x DVD:

- 30 interaktívnych obrazových prezentácií maturitných tém spracovaných v programe PowerPoint,
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- audionahrávky k časti Počúvanie s porozumením v testoch vo formáte mp3.

V našej publikácii teda nájdete všetko, čo potrebujete:

- 30 podrobne rozpracovaných maturitných tém podľa požiadaviek pre maturantov na jazykovú úroveň B2, vrátane tém s profesijným zameraním (napr. Banking and Finances, Crime and Justice, Multicultural Society and International Institutions, Learning Languages a iné); jednotlivé témy nájdete spracované v textovej podobe (v cvičebnici) aj v obrazovej podobe (na DVD); tematicky viazané úvodné texty majú zvýraznenú kľúčovú slovnú zásobu a sú sprevádzané otázkami na porozumenie,
- cvičenia na zopakovanie gramatiky, tematickej slovnej zásoby a rečových zručností (čítanie s porozumením, počúvanie s porozumením, písanie a hovorenie) spolu s kľúčom správnych odpovedí,

- prehľad kľúčovej slovnej zásoby k danej téme prostredníctvom prehľadných tabuliek so slovnou zásobou a praktického prekladového slovníka v každej lekcii s uvedenou výslovnosťou pri problematických slovách a slovných spojeniach,
- 2 CD s vyše 50 audionahrávkami dialogických a monologických textov, ktoré nahovorili anglickí, írski, americkí a slovenskí učitelia angličtiny a ich bilingválne deti,
- DVD so 6 kompletnými maturitnými testami a kľúčom správnych odpovedí, 30 interaktívnymi obrazovými prezentáciami a videom so simulovanou ústnou odpoveďou dvoch maturantov, s návodom na úspešné zvládnutie ústnej časti maturitnej skúšky, ktorý je súčasťou cvičebnice s číslom 2.

Úvodné texty (rozpracované maturitné témy) nie sú určené na memorovanie, ale na obsahové zorientovanie sa v téme a zhrnutie kľúčovej slovnej zásoby.

Angličtina – maturita – vyššia úroveň (B2) je vzhľadom na komplexnosť materiálu vhodná na individuálne štúdium i na prácu v triede. Veríme, že sa pre Vás stane praktickou pomôckou a uľahčí Vám prípravu na maturitu.

Veľa šťastia! *Autorky*

Poďakovanie

Naše poďakovanie patrí Mgr. Eve Benčíkovej z Gymnázia Golianova v Nitre a študentom tohto gymnázia a Gymnázia Párovská Nitra za testovanie cvičebnice. Rovnako ďakujeme Conradovi Toftovi, Scottovi Elbornovi a Marcosovi Perezovi za odbornú spoluprácu a všetkým účinkujúcim na audio a videonahrávkach.

DOPLNKOVÁ LITERATÚRA:

Sprievodca dielami anglickej a americkej literatúry – vhodný na prijímacie pohovory na štúdium angličtiny a na úspešné absolvovanie literárnych seminárov počas tohto štúdia. Je písaný po anglicky a obsahuje prehľad najvýznamnejších diel anglickej a americkej literatúry. Poskytuje prehľad literárnych smerov, prehľad historických a literárnych udalostí, analyzované ukážky diel, stručné životopisy jednotlivých autorov so zoznamom ich diel a slovník literárnych termínov v anglickom jazyku so slovenskými ekvivalentmi.

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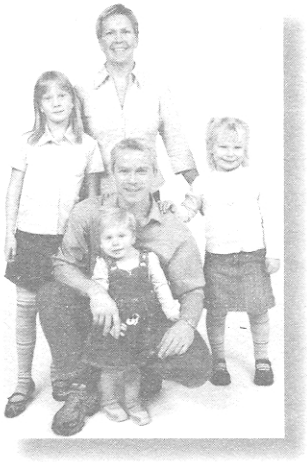
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SUMMARY OF GRAMMAR TENSES

1 FAMILY



Family isn't about whose blood you have. It's about who you care about.

Trey Parker & Matt Stone

All married couples should learn the art of battle as they should learn the art of making love. Good battle is objective and honest – never vicious or cruel. Good battle is healthy and constructive, and brings to a marriage the principle of equal partnership.

Ann Landers

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **some family members/relatives/distant relatives:** siblings, parents, grandparents, great-grandparents, parents-in-law, godparents, step-parents, foster parents, first/second/distant cousin, nephew, niece, daughter-in-law, son-in-law, aunt, uncle
- **family status:** single, engaged, married, divorced, widower, widow, single parent, the/an only child, middle child, the oldest child, orphan, adopted child, twins
- **family structure:** nuclear family, extended family, step family, single parent family
- **roles of family and family members:** biological, economical, educative, emotional, protective, sociological, supportive
- **duties and responsibilities:** *cleaning in the house:* mop the floor with the mop, sweep the floor with the broom, vacuum the carpet with the vacuum cleaner (hoover), polish with a cloth, dust with a cloth, take out the rubbish, wash with a damp cloth, wash up (the dishes), hang the clothes on the washing line, iron, make beds, *working in the garden*: sow seeds, plant flowers/bushes/trees, water the plants, weed the flowerbeds, cut the grass/mow the lawn, *other activities*: doing the shopping, picking up children from school, cooking, walking the dog, feeding pets, fixing broken things
- **family celebrations and gatherings:** birthdays, christening, confirmation, graduation, job promotion, wedding, feast, funeral
- **describing family members:**
  appearance: attractive, beautiful, handsome, good-looking, tall(ish), short(ish), little, skinny, thin, well-built, large, plump, chubby, neat
  human traits/qualities: positive: friendly, reliable, responsible, decent, modest, fun, mature, generous, gentle, open-minded, faithful, trustworthy, sympathetic, with good sense of humour, extraordinary, jealous, sincere, honest *negative*: mean, malicious, selfish, rude, impolite, aggressive, offensive, greedy, reluctant, annoying, hysterical, disobedient, stubborn, cheeky
- **life cycle:** to be born, to make friends, to date sb., to get on with sb., to fall in love, to propose, to get engaged, to live together/to cohabit, to marry sb./to get married to sb., to settle down, to set up a family, to become pregnant, to expect a child, to deliver a baby, to raise children/to bring up children, to get divorced, to be separated/to break up (with), to grow old, to die/to pass away
- **weddings:** fiancé, fiancée, engaged couple, engagement ring, wedding ceremony, wedding reception, town hall (mayor), church (priest), bride, groom, spouse, best man, bridesmaid, maid of honour, wedding dress (wedding gown), tuxedo, bouquet, confetti, honeymoon
- **problems in families:** lack of trust, money matters, generation gap, living with grandparents, career, poor family relationship, gambling, addiction to alcohol/drugs, unemployment, early pregnancy, physical and mental abuse

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. How would you define the word "family"?
2. What does family mean to you?
3. What makes a happy functional family?
4. When do you, as a family, meet up?
5. What is your opinion of living together without marriage?
6. What are the main reasons for divorce?
7. What makes a marriage last?
8. What is better – to have liberal or over-caring parents?
9. Describe your own family.
10. Explain the proverb "In time of test, family is best".

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

TYPES OF FAMILIES AND THEIR FUNCTIONS

A **nuclear family** consists of a mother, father and children who **share** certain **goals** and **values** and live together in one home. Besides nuclear families, there are **extended** families that also include grandparents. A family is the most important social unit that **provides** protection, education, social interaction, **care for** the aged, sick or **disabled.** It also supplies basic physical, economic and emotional security for its members. Therefore, it **fulfils** a biological, sociological, emotional, economic and educational **need** in modern society. In a functioning family a strong relationship can be observed between its members. Human needs such as love, protection, responsibility and **support** are fulfilled there. Families get together for various **occasions** and anniversaries, such as birthdays, **graduation**, weddings, **christening** and **confirmation** parties, religious celebrations and **funerals**. A family, a real home and relatives are what we need for life. One automatically becomes a family member immediately after being born. However, there are some **exceptions. Orphans** and **abandoned** children grow up in **orphanages** and **foster homes,** where they get love from non-biological parents and **siblings**. Adopting a child is a very long process.

1. What is meant by the terms ´nuclear ´and ´extended´ families?
2. What are the functions of a family?

ROLES OF FAMILY MEMBERS

The main role of parents is to **raise** their children. Parents should teach their children how to **differentiate** between right and wrong, how to solve problems in life, become an independent person and **care about** others. Democratic parents **lead a dialogue** with their children and respect their opinions. **Authoritative** parents set strict rules without attempting to find compromises. Such an **approach** often leads to a **generation gap** between parents and their own children. Very **liberal** parents give too much freedom to their children without limits. **Overcaring** parents give too much love and usually bring up **spoilt** and dependent children who are unable to **set up** their own **families.** Care for **the aged,** our grandparents and **great-grandparents,** is either divided up among family members or supported by social workers in **old people's homes.**

3. What are the main roles of parents in a family?
4. Talk about different types of parents described in the text.

DUTIES AND RESPONSIBILITIES

All family members have specific social roles with various **duties** and **responsibilities**. **Domestic chores,** such as cooking, shopping and cleaning, should not be **assigned** only to women. In modern countries, boys are normally expected to help from childhood. Modern women are quite ambitious. They require more than just some help with little chores, such as cutting the grass, cleaning the car or taking out the **rubbish**. Nowadays, we can see more and more fathers **pushing prams** or playing with their children in parks. Furthermore, there are some men who decide to stay at home with their babies on **"maternity" leave** instead of their wives who may have better-paid jobs. Being in a partnership also means many duties and responsibilities connected with **bringing up** children.

5. Which domestic chores are mentioned in the text?
6. How do the social roles of men and women change with regard to family duties and responsibilities?

SINGLE OR MARRIED?

Family is the product of historical development. Modern European families are monogamous and married couples are expected to be **faithful** to each other. The **average** age for marriage is much higher than it was in the past. Statistics show that the **majority** of young people get married in their late twenties or early thirties. There is no **prejudice** against women and men who do not get married before a certain age. In the past, they were labelled as **spinsters** and **bachelors**. Nowadays, they are **recognised** as modern people who either live with somebody in the same **dwelling** or as people who do not want **to be tied down** by marriage. Living together without being formally married is called **cohabitation.** It is still **dubious** to the older generation and totally unacceptable **among** Catholics. Some

couples get married only when babies **appear**. When **the engaged** decide to get married, a **fiancé proposes** to his **fiancée**. In some families, this act is **accompanied** by a family celebration and a ritual in which the potential **son-in-law** offers a **bouquet** to his potential **mother-in-law** and asks the fiancée's father for **permission** to marry his daughter. The wedding is a formal act that takes place in a **town hall** or in a church, where the **engaged** couple exchange their wedding rings and promise to live together in good and bad times and in illness too. **Despite** this promise, it is often broken and the couple **gets divorced**.

7. What is cohabitation?
8. What happens after a man and a woman decide to get married?

BROKEN FAMILIES

Research shows that in Britain, one in three marriages ends in divorce. American sources say that every second couple **gets divorced**. **Common** causes for this are differing interests, lack of trust, financial problems, living with parents and parents-in-law, **addiction** to alcohol, drugs or **gambling** and unemployment. **Broken families** in our country are not different. Currently, teenagers have better **access** to sex education and **contraception** than in the past which prevents marriages and divorces at an early age. In the case of divorce or the death of one of the parents, children are brought up by a **single parent**. A woman who loses her husband is called a **widow** and a man is a **widower**. When they get married again, the new parents are called **step-parents**. The situation gets very serious when a child is separated from his loving mother, father or **sibling.** In some cases, divorced parents get married to each other once again.

9. What are common causes of divorce?
10. Who are single parents and step-parents?

☐ VOCABULARY LIST

abandoned – opustený
access (to) [ækses] – prístup (k)
to accompany – sprevádzať
addiction (to) [ə'dɪkʃn] – závislosť na
among – medzi (viac ako dvomi)
to appear – objaviť sa, prísť
approach (to) – postoj (k)
to assign – prideliť, priradiť
authoritative [ɔ:θɒrətətɪv] – autoritatívny
average – priemerný
bachelor [bætʃlə(r)] – starý mládenec
bouquet [bʊ'keɪ] – kytica
to bring up – vychovať
broken family – neúplná rodina
to care about – záležať na
to care for – starať sa o
cohabitation – spolužitie
common – bežný
confirmation – birmovka
contraception [kɒntrə'sepʃn] – antikoncepcia
christening [krɪsnɪŋ] – krst
despite – napriek
to differentiate [dɪfərenʃɪeɪt] – rozlišovať
domestic chores [tʃɔ:s] – domáce práce
dubious [dju:bɪəs] – pochybný
duty – povinnosť
dwelling – obydlie, príbytok
exception – výnimka
extended family – širšia rodina
faithful – verný
foster home – náhradný domov
to fulfil – spĺňať
funeral – pohreb
gambling – hazardné hry
generation gap – generačný rozdiel
goal – cieľ
graduation – promócia
great-grandparents – prastarí rodičia
liberal – liberálny
majority [mə'dʒɒrətɪ] – väčšina
maternity leave – materská dovolenka
mother-in-law – svokra
nuclear family – najbližšia rodina
occasion [ə'keɪʒn] – príležitosť
old people's home – domov dôchodcov
orphan [ɔ:fən] – sirota
orphanage [ɔ:fənɪdʒ] – sirotinec, detský domov
overcaring – príliš sa starajúci
permission – povolenie
prejudice [prədʒʊdɪs] – predsudok
to provide [prə'vaɪd] – poskytnúť
to raise [reɪz] – vychovať
to recognise – (AmE: recognize) – uznať
to require [rɪ'kwaɪə] – vyžadovať
research – výskum
responsibility – zodpovednosť
rubbish – odpadky, smeti
share – zdielať, mať spoločné
sibling – súrodenec
single parent – rodič, ktorý sám vychováva dieťa
son-in-law – zať
spinster – stará dievka
spoilt – rozmaznaný
support – opora, pomoc
step-parent – nevlastný rodič
the aged – starí
the disabled – postihnutí
the engaged [ɪŋgeɪdʒd] – zasnúbení
town hall – radnica, mestský úrad
value – hodnota
widow – vdova
widower – vdovec

a fiancé proposes to a fianceé – snúbenec požiada snúbenicu o ruku
to be tied down – byť viazaný, obmedzovaný
to get divorced – rozviesť sa
to lead a dialogue – viesť rozhovor
to push a pram – tlačiť detský kočík
to set up one´s own family – založiť si vlastnú rodinu

☐ VOCABULARY PRACTICE

Task 1 Fill in the box to make male and female pairs.

Male	Female
Example: boyfriend	girlfriend
1.	wife
son-in-law	2.
3.	sister-in-law
cousin	4.
5.	godmother
grandfather	6.
7.	great-granddaughter
nephew	8.
9.	aunt
widower	10.
11.	fiancée
father-in-law	12.
13.	ex-wife
groom	14.
15.	bridesmaid
bachelor	16.

Task 2 The following words/expressions are used to describe the appearance of people.

a) Can you put them into the following categories?

OVERALL APPEARANCE: _____

WEIGHT: _____

HEIGHT: _____

AGE: _____

FACE: _____

EYES: _____

HAIR: _____

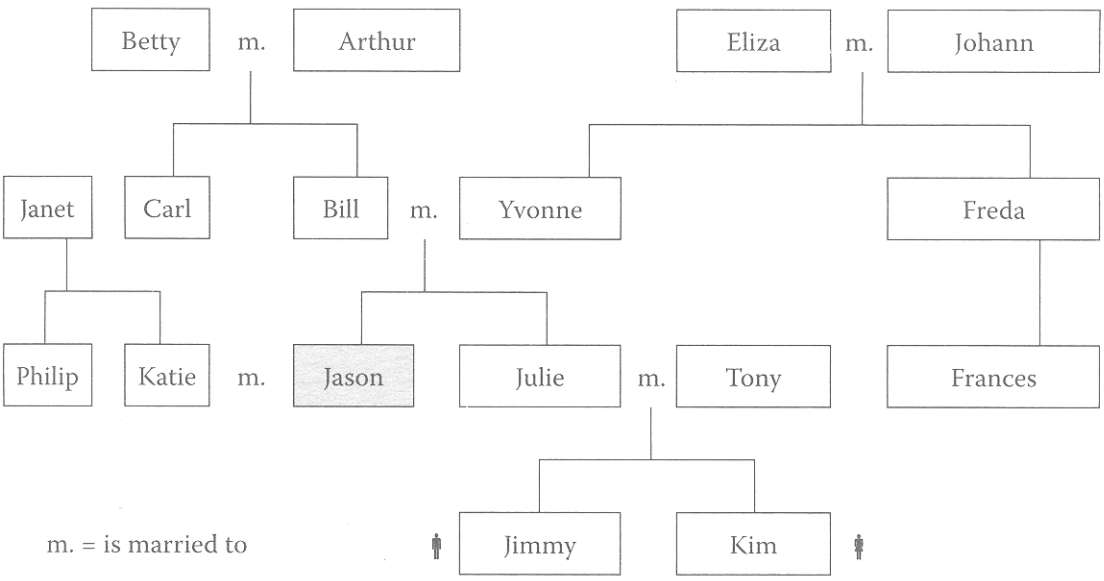
CLOTHES: _____

SKIN: _____

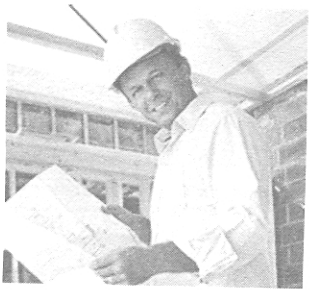
skinny – tall – teenager – well-built – slim – baby – elderly person – neat – in his/her early fifties – bun – plump – attractive – wearing glasses – round – beard – wrinkled – spiky – sun-tanned – hazel – curly – ponytail – handsome – pale – straight – dark – casual – freckles – deep set – highlights – dyed – old-fashioned – moustache – trendy – toddler – frail – wavy – wide open – chubby – balding – shabby – little – middle-aged – scruffy – fair – in his/her late forties – shoulder-length – smallish – auburn

b) Describe the most interesting person in your family using the words in the box above.

Task 3 Jason has a big family. Explain his relationship with his relatives following this family tree.



☐ LISTENING



Task 4 Jason´s Family

You are going to hear Jason talking about his family. Write in the names of his family members in the gaps provided according to what you hear. You have two minutes to read the task. Listen to the recording twice.

CD 1 Track 2

1. _____ writes for the newspaper.
2. _____, Jason´s grandfather is not alive.
3. _____ used to teach at university.
4. _____ is unemployed.
5. _____ and 6. _____ are both teachers.
7. _____, Tony´s son, is considered to be the smart one in the family.
8. _____, who is in his late sixties, owns his own shop.
9. _____ and 10. _____ work in the same shop.

Task 5 Proposal

Jane (19 years old) and Mike (25 years old) have decided to live together without getting married. Jane is going to announce it to her parents. You are going to hear the dialogue between Jane and her mum. Decide whether the following statements are true (A), false (B) or whether the information was not given (C). Listen to the recording twice.

CD 1 Track 3

1. **Mike is going to get married to Jane.**
   A (true) *B (false)* *C (not stated)*

2. **Jane believes that Mike wants to ask her to marry him on her birthday.**
   A (true) *B (false)* *C (not stated)*

3. **Jane had announced the news to her father before she went to talk to her mum.**
   A (true) *B (false)* *C (not stated)*

4. **Jane's parents are very conservative about their daughter´s decision.**
   A (true) *B (false)* *C (not stated)*

5. **Jane's mother cares about other people's opinions.**
A (true) *B (false)* *C (not stated)*

6. **Jane believed that her mother would encourage her to marry Mike.**
A (true) *B (false)* *C (not stated)*

7. **Jane's mother has no doubt that her daughter is ready to live with her boyfriend.**
A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 6 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Generation Gap

Example: Generation gap reflects the [0] *differences* between people of younger and older generation. — 0. DIFFER

The main reason for its [1]_____ stems from cultural misunderstandings between generations. [2]_____ and social changes in our society also result in the older generation being [3]_____ to adapt and accept modern life. This leads to frequent [4]_____ to previous times, pointing to the fashion, [5]_____ tastes, culture and politics. Another reason why the generation gap is created is the approach [6]_____ by parents when bringing up their children. American [7]_____ say that the authoritative approach towards children is not so [8]_____ any more. They say that the generation gap is narrowing in many families. There are less [9]_____ parents and more parents who are friends with their children. They share [10]_____ with their children and are more open. [11]_____ on subjects such as sex and drugs are becoming normal. They try to make their children [12]_____ –

1. EXIST
2. POLICY
3. ABLE
4. COMPARE
5. MUSIC
6. CHOOSE
7. PSYCHOLOGY
8. FREQUENCY
9. STRICTNESS
10. INTERESTING
11. DISCUSS
12. HAPPINESS

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the word "fun" is used on a regular basis, more than the word "[13]_____". Good parents try to show [14]_____ and understanding to their children if they are in [15]_____.

(Adapted from http://en.wikipedia.org/wiki/Generation_gap)

13. RESPONSIBLE
14. SYMPATHETIC
15. TROUBLESOME

Task 7 Read the text below and decide which word or phrase A–D best fits each space. There is only one correct answer for each space. 8

DOMESTIC CHORES? WHAT A NUISANCE!

The second major conflict in marriages [0] C money is doing domestic chores. The worst thing you can do in marriage or in your partnership is to ask your [1]_____ to help you with the domestic chores. That would mean that all responsibility is just on your [2]_____. Doing domestic chores is boring and there is [3]_____ anyone who likes doing them. Wives are often [4]_____ because their husbands do not share the work around the house. Marriage is [5]_____ a business partnership. That means [6]_____ the household, financial matters, maintenance, gardening, shopping, cleaning, cooking and child care should be the responsibility of both partners. If this is shared, harmony and [7]_____ can be achieved in the relationship.

[8]_____, if there is no one to take out the rubbish, walk the dog, clean the windows, iron the clothes and water the garden, irritation will grow and this will lead to conflict.

[9]_____, each couple should set their own rules. They should discuss how they both feel [10]_____ cooking at home or eating out, mowing the lawn, dusting, cleaning the toilet and [11]_____ the beds. If one of the partners hates doing such chores, they should tolerate each [12]_____ or do the chores together as a team. If [13]_____ of them is willing to do the task, the couple should [14]_____ somebody to come to their place once or twice [15]_____ week and do it for them.

If one partner is still reluctant, it is not worth[16]_____ time and energy with useless debates and quarrels because [17]_____ domestic chores. [18]_____ bad happens if your windows do not sparkle, if you do not cook a two-course [19]_____ every day or if your pyjamas are not ironed. Just relax and stay calm. There are more important things in our lives [20]_____ doing domestic chores.

(Adapted from http://marriage.about.com/cs/time/a/chores.htm)

0	A over	B about	**C after**	D with
1	A love	B friend	C mother	D spouse
2	A shoulders	B arms	C head	D back
3	A already	B hardly	C hard	D never
4	A stress	B stressed	C stressful	D worry
5	A such	B as	C like	D more
6	A having	B running	C keeping	D working
7	A peace	B piece	C quite	D quiet
8	A Despite	B Furthermore	C In spite	D However
9	A Whether	B Therefore	C Because	D Firstly
10	A on	B about	C with	D in
11	A making	B doing	C preparing	D cleaning
12	A one	B other	C somebody	D another
13	A never	B nobody	C no	D neither
14	A hire	B rent	C fix	D call
15	A an	B –	C a	D the
16	A waste	B wasting	C to waste	D wasted
17	A –	B about	C of	D off
18	A Anything	B Nothing	C Something	D Everything
19	A portion	B food	C meal	D dish
20	A how	B like	C that	D than

☐ READING

Task 8 **Read the text about marriage. Decide whether the following statements 1–7 are true or false. Write the letter (A–F) of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once.** ⟵8

WHAT MAKES A MARRIAGE LAST

Researchers studying successful relationships have recently discovered some basic truths about what keeps love alive in the long run.

A	The belief that opposites attract is a misleading concept for those who wish to find lasting love. Instead, similar values, ethnic backgrounds, interests, IQs, religions and lifestyles may be the most important ingredients in a lasting relationship.
B	The best indication of whether a man or a woman is capable of a genuine partnership with their mate is whether he or she has close, non-sexual relationships with people of the opposite sex. A good relationship with his parents is also important, since someone still at war with his parents is probably not ready for peace and companionship with a romantic partner.
C	Couples who can discuss honestly whatever is important to them – including their relationship – are happier and more likely to experience lasting love. Sometimes it may be painful to hear that their relationship is not very satisfying. But talking about feelings and listening to each other are both vital for happiness.
D	In a fruitful argument, each partner explains why he or she is angry while the other one listens with respect. Long-term happy couples also tend to argue calmly. Loss of control, yelling or sobbing seldom help to solve problems.
E	At the beginning of a romance, a person's habits may seem unimportant, but later on, his snoring and her thing about never washing the dishes straight after a meal can begin to become annoying. The most successful couples have simply acknowledged that many problems are unsolvable and so have learned to work around them.
F	Successful couples don't take each other for granted but work constantly at rejuvenating their positive feelings towards each other. The most satisfied couples put at least the same thought and energy into their relationship as they put into their children or career.

(Adapted from Reader's Digest: Houck, C.: What Makes a Marriage Last)

1.	**According to the text, a good relationship is one where the partners concentrate on their children or careers.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
2.	**Opposites attract but similarities are important for longer relationships.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
3.	**Couples who can talk about their relationship openly will be happier and have a longer relationship.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐

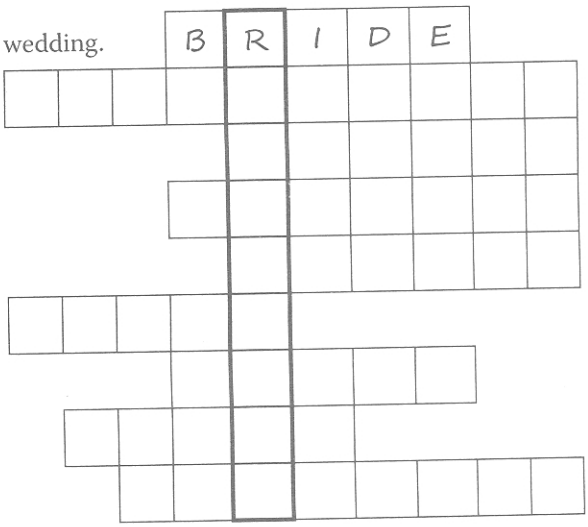
4.	**According to the text, functioning couples work on their relationship all the time.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
5.	**According to the text, some successful couples do not argue at all.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
6.	**If you don't like your partners' habits you should try to change those habits.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
7.	**Someone who gets on well with parents and friends is more likely to be ready for a relationship.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐

☐ REVIEW

Task 9 Fill in the missing words about British weddings to find the hidden word written in the highlighted box.

Example: She is the most important woman at a wedding. B R I D E

1. She follows the bride.
2. This is where the wedding happens.
3. The future husband's helper at the wedding.
4. He performs the religious ceremony.
5. A speech and a drink to the couple.
6. The couple give each other these.
7. He gets married.
8. This is thrown at the couple after the wedding.



Hidden Word: r_____ .

Task 10 Check the meaning of the following expressions in your dictionary.

a) hen night (BrE)/bridal shower (AmE)
b) stag night (BrE)/bachelor party (AmE)
c) to take care of somebody/to care about somebody

Task 11 **Write adjectives for human traits next to each letter of the alphabet. Follow the example. Then, mark whether your adjectives describe positive (+), negative (–) or neutral (N) qualities.**

Example: A *amicable* (+)

B	H	N	T
C	I	O	U
D	J	P	V
E	K	Q	W
F	L	R	X
G	M	S	Y
			Z

☐ SPEAKING

A **Read the text below written by a sociologist. Then, explain your attitude towards working mothers.**

SHOULD MOTHERS WORK?

Nowadays, it is becoming quite common that mothers taking maternity leave work outside their home. They do it mostly for financia l reasons or they simply do not want to lose their job. Some people argue that mothers should devote their time to their family, especially to their small children who need full-time care provided by their own parents, not by grandparents, nannies or babysitters. Whether mothers should work or not is a frequently discussed issue in society. It is up to mothers to make their own decisions as to whether it is worth going back to work or not. Long working hours, travel expenses and expenses for babysitting are the most frequent reasons why mothers stay at home with their babies. Despite these obstacles, there are mothers who manage both – their family and their career. Is one always at the expense of the other?

Pozri ukážku tejto odpovede na DVD: B. Interpretácia textu (a návod v Knihe 2).

B **Talk about the functions of a family and the roles of parents and children. Explain what you understand by a traditional and modern family. Compare them. Express your opinion:**

Young women should get their career started before becoming mothers.
Domestic chores, such as cooking, shopping and cleaning, should be assigned only to women.
Young married couples should live close to their parents.

C **Simulation**

Your younger brother is very lazy. He spends a lot of time watching television and doing nothing. It makes you angry because you do most domestic chores. Talk to him and tell him what worries you. Split your duties and domestic chores and *agree* about the ones which you will share. Consider which one of you should vacuum the carpet, mop the floor, wash up, do the laundry, empty the dustbin, cut the grass, wash the car, etc.

D **Role-play "LIVING IN COHABITATION"**

Jane: Tell your mother that you are going to live with your boyfriend (Mike). You know that she will be against it, so *prepare some logical arguments*. Try to *persuade* her that Mike, your boyfriend, is a nice chap and that you know what you are doing. Then, *talk to* your dad who is watching a football match. *Interrupt* him and announce the news to him. You love Mike and you really want to live with him. You need to *explain* it to your parents.

Mum: Your daughter Jane is going to move away to live with her boyfriend. You *totally disagree* because you think that it is not appropriate. You are a very conservative person and you will never let your daughter live with her boyfriend without being married. *Explain* to your daughter what your reasons are and do not let her move.

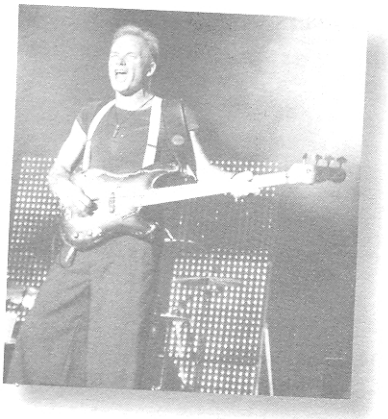
Dad: You are watching a very exciting football match between Manchester United and Liverpool. Your daughter Jane has just announced that she is going to move away to live with her boyfriend. First, you are just *pretending* that you are listening to her. Later you realise what your daughter has told you. You are a liberal person and you think that your daughter is intelligent enough to make her own decisions. *Tell her what you think* about her decision.

☐ WRITING an essay *(písanie eseje)*



Some people believe that living in cohabitation is the right thing to do before a young couple gets married. Others are against this. *Consider the advantages and disadvantages* of living in cohabitation. Do you believe in its success? Write an essay (200–220 words).

2 CULTURE AND ART



A man should hear a little music, read a little poetry and see a fine picture every day of his life.

Johann Wolfgang Goethe

Painting is silent poetry, and poetry is painting with the gift of speech.

Simonides

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **art:** contemporary art, modern art, fine art, decorative art, performing art
- **the role of art in modern society:** to add aesthetic value, to enrich our minds, to please the senses, to learn about other cultures, to develop and promote national heritage, to reveal a talent/gift, to spend free time in a good way, to become interested in/keen on/fond of art
- **decorative arts:**
- PAINTING (fine art, colour painting, oil-painting, portrait, landscape, collage, still-life, canvas, paintbrush)
- SCULPTURE (statue, sculpture: marble, stone, bronze, metal, clay, wood, glass, crystal, ice)
- ARCHITECTURE (interior and exterior design, landscape, arch, column, pillar, urban, suburban, rural)
- PHOTOGRAPHY (picture, camera, darkroom, zoom, lens, flash)
- **performing arts:**

MUSIC

–*musical instruments*: accordion, bagpipes, cello, cymbals, drums, flute, guitar, harp, oboe, piano, saxophone, violin, xylophone

–*genres*: classical music, traditional music, folk, electronic, popular music, blues, country, hip-hop, jazz, reggae, rock

DANCE (performance, choreography, ballet, ball-room dancing, folklore dance, belly dance, hip-hop, tap dance, zumba)

THEATRE (performance, drama, tragedy, comedy, ballet, musical, audience, stage, curtains, rehearsal, premiere, costumes, props, standing ovation, to applaud)

FILM (subtitled, dubbed, soundtrack, open-air cinema, multi-screen air-conditioned complexes, award; genres: comedy, tragedy, thriller, science fiction, musical, cartoon, fairytale, soap opera, sitcom, romance, series)

LITERATURE: literary genres, fiction, non-fiction, poem, novel, fable, short story, limericks, character, hero, heroine, plot, metaphor, simile

- **artists:** actor, actress, architect, art critic, ballerina, choreographer, composer, conductor, dancer, musician, novelist, painter, pianist, playwright, poet, soloist, sculptor, writer
- **places to go and see art:** art exhibition, gallery, museum, theatre, opera house, concert hall, festival
- **expressing opinion:** amazing, astonishing, awful, awesome, brilliant, controversial, depressing, exciting, extraordinary, fabulous, hilarious, impressive, magnificent, outrageous, outstanding, tremendous, waste of time, witty, worth ...(-ing)
- **cultural events** (venue, leaflet, to take place, to be held, to house, to book tickets in advance, to cancel a reservation)
- **rules:** you are (it's) not allowed to (drop litter, smoke, take pictures, touch...), you are required to, you are welcome to..., it's forbidden to..., it's banned..., you will be prosecuted if..., you will be fined if...

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. What types of art are you interested in?
2. How important is art in your life? Explain your reasons.
3. What do you understand by "modern art"?
4. How can one become an artist?
5. Are there any artists you admire? What do you admire them for?
6. What cultural events have you recently taken part in?
7. What musical styles are most popular among the young?
8. What cultural events (festivals, concerts) does your city/town/village promote?
9. Why do some people like going to theatre? What can they see there?
10. What is the future of the arts?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

CULTURE AND ART IN OUR LIVES

Culture and art add **aesthetic value** to our lives, **enrich our minds** and please our senses. Both culture and art are parts of the **national heritage** of every country. Countries try to **do their best** to develop and **promote** it. Cities offer many cultural attractions for their citizens and tourists. Art is a way of communicating feelings. Artists **express** themselves in many forms – music, literature, architecture, painting, **drawing** and **sculpture.** Music, dance and theatre are **performing arts**. Painting, sculpture, architecture and photography are **decorative arts.**

1. How do the arts affect our lives?
2. What are performing and decorative arts?

MUSIC AND DANCE

Music has become a hobby, a profession and a part of many people's lifestyles. Those who like classical music can enjoy a concert by a philharmonic orchestra in a concert hall or attend a festival. **Composers** like *Mozart, Beethoven* and *Bach* have become the most important figures in Europe's musical heritage. *Ode to Joy*, a part of Beethoven's **masterpiece** the *Ninth Symphony*, became the **anthem** of the European Union. Opera lovers can choose from a list of opera **performances** in one of the many opera houses, such as the *Royal Opera House* in London, where visitors can see both opera and ballet performances. A very famous concert **venue** in New York City is *Carnegie Hall,* where

concerts of classical as well as popular music **are held**. Fans of different musical styles – pop, rock, jazz, blues or country can enjoy music at music festivals, go to see their favourite singers or groups **live** in concert or simply listen to CDs on their MP3 players or watch concerts on DVDs. Thanks to digital technology the music industry **supplies the market** with all possible music genres recorded on different types of media.

Slovakia is famous for its tradition of folklore music and dance. Young people prefer modern dance which includes many different types, such as hip-hop, zumba and oriental dance.

3. Which musical genres that young people like listening to, are not mentioned in the text above?
4. Which are the most famous opera and concert venues in London and New York?

LITERATURE AND DRAMATIC ART

Literature is commonly divided into **fiction** and **non-fiction**. Poets **reveal** their emotions **via** verses, novelists invent stories with real or fictional heroes and **playwrights** write tragedies or comedies to be put on **stage**.

Dramatic art has a very long tradition in England. The famous English theatre company, the *Royal Shakespeare Company Theatre*, brings together famous actors and **directors** from all over the world to work on the greatest plays. Numerous London theatres are situated in the *West End*, the **entertainment epicentre** of London. One of the major cultural events in Scotland is the *Edinburgh International Festival* which is a festival of classical music, opera, theatre and dance. Slovak **theatre-goers** can also enjoy various types of theatre performances. Musicals, performed at the *New Scene Theatre* in Bratislava, have become very popular in the last few years. Other favourite theatres in this town include the *Small Scene* of the *Slovak National Theatre*, the *Hviezdoslav Theatre*, the *Arena Theatre* and others.

5. Who are poets, novelists and playwrights?
6. Why does England have a long tradition of dramatic art?

CINEMA

Cinema generally enjoys great popularity. In our cinemas, many films are American productions shown with Slovak **subtitles** and on TV they are **dubbed**. French, Spanish and other foreign language films are quite **rare** and mostly presented at film festivals or in special film clubs. The most famous international film festivals are held in *Cannes*, *Venice* and *Berlin*. Ordinary small cinemas are now being **replaced** by large multi-screen air-conditioned complexes in shopping centres. Some of them have introduced **three-dimensional** (3D) films. In the summer, people like to go to **open-air cinemas**. The number of **cinema-goers** has **dropped** throughout the years because films are now **available** on DVD. Every year, actors, actresses, directors and **screenplay** writers **are**

awarded a prize for their **achievements** in filmmaking. The Academy **Award** (Oscar) is the main national film award in the USA.

7. Which films do you prefer? Dubbed or subtitled? Explain your reasons.
8. Why has the number of cinema goers dropped throughout the years?

FINE ART AND ARCHITECTURE

Paintings **(fine art)** by famous painters and sculptors like *Picasso, Van Gogh, Rembrandt, Monet* or *Michelangelo* are **immortal** and their **artworks** can be seen in a number of galleries around the world. *The National Gallery* in London **houses** one of the greatest collections of European paintings in the world. *The Tate Gallery* is the national gallery of British art, also located in London. Visitors to Bratislava can **admire** the colour paintings, **landscapes,** portraits and other works of art in many galleries and art exhibition centres. The works of artists can be categorised into so called styles – Impressionism, Modernism, Surrealism, Naive Art, Pop Art and others. Visitors visiting galleries, museums and other exhibitions must respect the rules. **Dropping litter** on the floor, touching paintings, taking photographs and filming are strictly **forbidden**.

Architecture includes town planning, **urban** design, landscape architecture (development of gardens, parks and other green outdoor spaces) and interior design (furniture). Many architectural works may also be seen as cultural and political symbols and they are often works of art. Famous architects of the Renaissance period were *Michelangelo* and *Leonardo da Vinci*, who were also artists and scientists. At that time there was no clear **dividing line** between an artist and an architect. One of the most famous architects of the 20th century was the **controversial** Austrian architect *Friedensreich Hundertwasser*, known for his revolutionary architectural designs.

9. What can be seen in galleries?
10. What are the rules visitors should respect in museums, galleries and art exhibitions?

☐ VOCABULARY LIST

achievement – úspech
to admire [əd'maɪə(r)] – obdivovať
aesthetic value [i:s'θetɪk] – estetická hodnota
anthem [ænθəm] – hymna
artwork – umelecké dielo
available – dostupný, k dispozícii
award [ə'wɔ:d] – cena, uznanie
cinema-goer – (pravidelný) návštevník kina
composer – skladateľ
controversial – kontroverzný
decorative arts – dekoratívne umenie
director – režisér
dividing line – deliaca čiara
drawing – kresba
to drop – (po)klesnúť
dubbed [dʌbt] – dabovaný
entertainment epicentre [epɪsentə(r)] – epicentrum zábavy
to express – vyjadriť
to forbid – zakázať
to house – byť umiestnený, poskytovať prístrešie
fiction [fɪkʃn] – beletria
fine art – výtvarné umenie
immortal – nesmrteľný
landscape – krajinomaľba, krajinný
live [laɪv] – naživo
masterpiece – majstrovské dielo, veľdielo
national heritage [herɪtɪdʒ] – národné dedičstvo
non-fiction – nebeletristická literatúra, literarúra faktu
open-air cinema – amfiteáter, kino v prírode
to perform – predviesť, uskutočniť
performance – predstavenie
performing arts – umenie vo forme predstavení (divadlo, hudba, tanec...)
playwright [pleɪraɪt] – dramatik
to promote – presadzovať, podporovať
rare [reə(r)] – zriedkavý
to replace – nahradiť
to reveal [rɪ'vi:l] – odhaliť
screenplay – filmový scenár
sculpture [skʌlptʃə(r)] – sochárstvo
stage [steɪdʒ] – javisko
subtitles [sʌbtaɪtls] – titulky
theatre-goer – (pravidelný) návštevník divadla
three-dimensional [θri: daɪ'menʃənl] – trojrozmerný
urban – mestský
venue [venju:] – miesto, kde sa niečo koná
via [vaɪə] – prostredníctvom

to be awarded a prize – dostať cenu, uznanie
to be held – konať sa
to do one's best – snažiť sa zo všetkých síl
to drop litter – vyhadzovať odpadky
to enrich one's mind – obohatiť si myseľ
to supply the market – zásobovať trh

☐ VOCABULARY PRACTICE

Task 1 **Odd one out. Read each of the following lists of five words. Underline the word which does not belong to each list and then, write the kind of art which connects the other words.**

Example: lyrics, harp, concert, clay, band music

1. portrait, canvas, paintbrush, stage, still-life _____
2. subtitles, marble, scene, dubbing, screen _____

3. poet, poem, arch, verse, climax _____
4. audience, marble, sculptor, bronze, statue _____
5. costume, rehearsal, stage, soundtrack, choreography _____

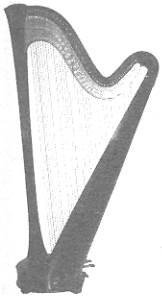
Task 2 Who...?

a) writes poems _____
b) leads the orchestra _____
c) performs on stage in a role _____
d) writes novels _____
e) sings solo _____
f) takes professional pictures _____
g) makes sculptures _____
h) designs buildings _____
i) paints portraits _____
j) creates choreography _____
k) plays the flute _____
l) plays the piano _____
m) plays the drums _____
n) plays the guitar _____

Task 3 Can you name the musical instruments in the pictures below? If not, look up the word in the box provided. Describe the following musical instruments and explain how to play them. Which countries/cultures are they typical for?

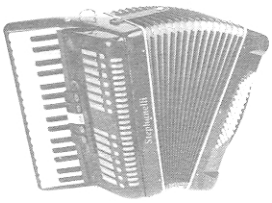
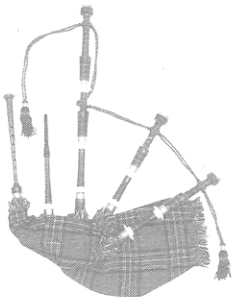
castanets – cello – flute – harp – violin – drums
cymbal – bagpipes – xylophone – accordion – cimbalom
shepherd's flute – piano – guitar – oboe

1. _____ 2. _____ 3. _____ 4. _____






5. _____ 6. _____ 7. _____ 8. _____



☐ LISTENING

Task 4 Jane´s Plan

You are going to hear a conversation between two friends, Jane and Nick. Where´s Jane going tomorrow? Listen to the recording twice.

CD 1 Track 4

A) to the concert with Nick
B) for dinner with Tony
C) to the concert with Lucy
D) to visit Tony with her mother

Task 5 Theatre Project

You are going to hear a conversation between a TV reporter and Mr. Heron, a drama trainer. For questions 1–6, choose the best alternative (A), (B), (C) or (D). There is always only <u>one</u> correct answer. Listen to the recording twice.

CD 1 Track 5

1. **Mr. Heron runs his projects ____ .**
   A) in theatres
   B) only in secondary schools
   C) in secondary schools and local theatres
   D) only in local theatres

2. **His projects are based on ____ .**
   A) all school subjects
   B) subjects in the arts
   C) literary subjects
   D) scientific subjects

3. **He has been doing the projects ____ .**
   A) for four and a half years
   B) for four years
   C) for six months
   D) for a long time

4. **The company operates ____ .**
   A) in London
   B) in London, Leeds, northern England
   C) in London, Leeds, Wales
   D) in Wales and the southwest

5. **The schools are interested in the performances** ____ .
   A) because their students learn about drama
   B) because it is a different way to teach the sciences
   C) because it helps students relax
   D) because they are not expensive

6. **The company** ____ .
   A) will try to expand in the arts
   B) will try to expand in the sciences and arts
   C) will try to expand in the humanities
   D) will not try to expand in the arts

☐ LANGUAGE IN USE

Task 6 Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning. 8

Dear Mum,

I'm sorry that I [0] *didn't manage* **(manage, not)** to write to you earlier this week. I [1] _____ **(be)** busy with preparing next week's play. At first I [2] _____ **(suppose, only)** to be helping with the costumes, but then everything changed. The director fell ill and [3] _____ **(replace)** by a new director, Mr. Kurtis. He [4] _____ **(see)** me at one of our rehearsals and talked to me about the play. He asked me if I [5] _____ **(want)** to play the part of King Arthur's role for him. He told me that I [6] _____ **(be)** more suitable for that role. So I [7] _____ **(play)** it now. As I [8] _____ **(spend)** so much time with the group, I feel I know the play by heart. I hope that Martin, who [9] _____ **(suppose)** to play the role originally, is not going to be angry with me. It was not my choice anyway. I [10] _____ **(begin)** to get very nervous about it despite the fact that we are practising every day. I hope you [11] _____ **(come)** to the premiere of the play on Tuesday. If I [12] _____ **(ask)** someone to meet you at the station, would you be able to come?

Love,

Gordon.

Task 7 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: Modern art is not about any one thing in [0] particular.

It [1] _____ the many concerns of modern life. For instance, with its [2] _____ jumble of colours, lines and shapes, it may not appear to be anything [3] _____. It may [4] _____ real objects but in an unusual or distorted way. Modern art does not usually tell a story. Instead, it may [5] _____ feelings, ideas and [6] _____ which are hard to put into words. At the beginning of the last century, many artists turned away from [7] _____ depicting of nature. [8] _____, which was developed in the 1830s, had freed artists from the need to copy what they saw. They instead began to [9] _____ ideas about art itself or tap into their own feelings. They were also trying to [10] _____ their feelings about changes that they experience in the world around them.

0. PARTICULARLY
1. REFLECTION
2. STRANGER
3. RECOGNISE
4. DEPICTION
5. EVOCATION
6. IMPRESS
7. TRADITION
8. PHOTOGRAPHER
9. EXPLORER
10. EXPRESSION

☐ READING

Task 8 Read the text about famous artists. Fill in the gaps in the table below.

Style	Painter	Year of birth	Nationality
	Monet		
			American
		1853	
Surrealism			

Leonardo da Vinci was a painter, sculptor, engineer, scientist and architect. He lived from 1452–1519 and is one of the great figures of the Italian Renaissance. His painting of an Italian nobleman's wife called *Zanoki del Giocondo,* has become the most famous painting in the world, either under the title *La Gioconda* or the *Mona Lisa.*

Picasso was born in 1881 in Spain, although he did most of his painting in France. He is generally recognised as one of the most inventive painters of the 20th century. He was already an accomplished artist at the age of 10, had his first exhibition aged 16 and continued painting well into his 80s. He is probably best known for his surrealist paintings.

The Impressionist movement was named after ***Monet***'s painting *Impression, Sunrise.* The movement is particularly concerned with light effects and Monet often painted his subjects at different times of day to explore these effects. Born in Paris, in 1840, he began his Impressionist paintings in the 1860s. The First Impressionist Exhibition was held in 1874. Monet produced many paintings which are still popular today, including *Haystacks* and *Rouen Cathedral.*

Van Gogh is famous not only for his post-impressionist paintings, but also for the wild temperament which led him to first cutting off part of one ear, and later committing suicide in 1890. The Dutch painter was born in 1853 and first worked as a schoolmaster in England before becoming a painter. Like Picasso, he did most of his work in France, including his most famous paintings, *The Sunflowers* and *The Chair.*

As well as being an artist, ***Andy Warhol*** was also a great self-publicist and accomplished filmmaker. He was born in Pittsburgh in 1928, the son of Slovak immigrants. After studying at art college, he became one of the leading commercial artists of the 1950s, with his Pop Art style – including pictures of soup cans and drinks bottles. He was shot by a radical feminist in 1968 but survived. He carried on painting until his death in 1987.

(Adapted from http://en.wikipedia.org)

Task 9 Read the text above and answer the questions 1–6. 8

1. Which painter from the text above paid particular attention to the use of light?

   _____

2. Whose work is well-recognised for depicting modern life connected with business?

   _____

3. Which painter suffered from a mental disorder which caused damage to his health?

   _____

4. Who depicted a woman from a low social class? _____

5. Which painter from the text above was almost assassinated?

_____

6. Which painter from the text above became an artist at an early age?

_____

Task 10 Read the following text about belly dance. Decide whether the following statements 1–10 are true or false. Write the letter (A–E) of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once.

BELLY DANCING

A	Belly dancing is the oldest form of dance, having roots in all ancient cultures from the Orient to India to the Middle East. According to some dancers, it originated in Egypt. It developed through the influence of many different cultures. In Arabic, the dance is called *Raks Sharqi*, meaning "oriental dance". Belly dance is the literal translation from French *Danse du Ventre* which described tribal dances from a group of matriarchal Berbers in Algeria called *the Oulid Nail*. In Turkey belly dance is known as *Gobek Dans*. Belly dance has traditional associations with both religious and erotic elements. This ambiguity has caused belly dancing to be disdained, scorned and loved by many.
B	One of the greatest misconceptions about belly dancing is that it is intended to entertain men. In the past, this ritualised expression was performed for other women, especially during fertility rites or parties preparing a young woman for marriage and childbirth. Even today, the presence of men is not permitted in many countries. For Saudi women, the dance itself is considered to be sacred, and not intended to be seen by men at all. Many Middle Eastern countries forbid women to perform the dance in public. During the 1950's, belly dancing was declared illegal in Egypt. When a popular uprising ensued, the government repealed the ban with one condition that dancers do not show their stomachs.
C	The apparent origins of belly dancing are the fertility cults of the ancient world. It is uniquely designed for the female body, with an emphasis on abdominal muscles, hip movements and chest movements. It is a dance characterised by smooth, flowing, complex and sensual movements of the torso, alternated with shaking and shimmy type movements. The dance often focuses upon isolating different parts of the body, moving them independently in sensuous patterns and weaving together the entire feminine form.

D	It is firm and earthy, traditionally danced barefoot to emphasise the intimate physical connection between the dancer, her expression and Mother Earth. Belly dancing costumes are colourful flowing garments, accented with flowing scarves and veils. Finger cymbals (made of brass and known as *zills)* are common, dating back to 200 B. C. Exotic jewels including intricate belts made of coins are used as well. In earlier days, these comprised the family's wealth so that it might be portable when the woman needed to move quickly or flee. Other interesting accessories used during the dance are swords, snakes and large vessels. Huge candelabras, complete with flaming candles are popular too.
E	Nowadays, the popularity of belly dancing is growing enormously. Belly dance festivals, workshops and seminars attract large audiences of men and women. Many dancers now study the art form intensively, travelling to the Middle East and elsewhere to experience it where it originated. At present, belly dance is enjoyed for its artistry, ethnicity, beauty, healthy eroticism and fun. Women of different ages and shapes are becoming involved in belly dancing. It helps them gain confidence in their bodies. Some belly dance exercises are also used in natural childbirth classes. A recent survey done by *Mideastern Dancer Magazine* reports that women who belly danced delivered their first child with shorter periods of labour. Women who belly dance are having a lot of fun and feel young at heart!

1.	**The more accessories the belly dancer has, the richer she is.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
2.	**The main role of belly dance is to entertain men.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
3.	**Belly dance is a religious dance from Egypt.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
4.	**In Egypt, belly dancers are not allowed to reveal their stomach to the audience.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
5.	**Smooth and shaking movements are typical for belly dancing.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
6.	**Belly dancing used to be the ritual dance for females to prepare for pregnancy and child delivery.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
7.	**Traditional costumes for belly dancers consist of airy dresses, scarves, veils and shoes.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐

8.	**These days, women of all ages enjoy dancing belly dances.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
9.	**In some countries, belly dancers are forbidden to have male audience.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
10.	**Currently, belly dancing is considered and studied as a piece of art.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐

☐ REVIEW

Task 11 What is the difference in meaning between the following pairs of words?

a) to listen/to hear
b) to watch/to see
c) to perform/to entertain
d) to take place/to take part
e) statue/sculpture
f) flash/flesh
g) drawing/painting
h) novel/novella

Task 12 Which is a British (BrE) and which is an American (AmE) expression?

a) cinema – movie
b) film – movie
c) theatre – theater
d) color – colour

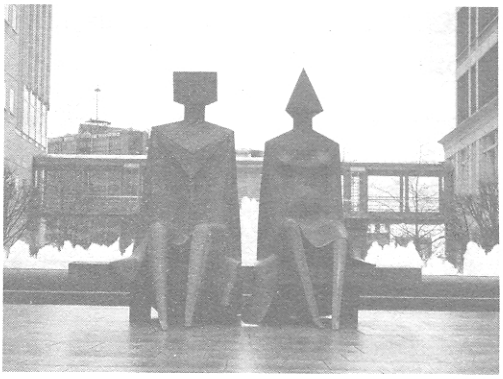
☐ SPEAKING

A **Look at the photograph below and describe it.**

- **Talk about:**
  – what the author expresses through his/her statues,
  – the place where they are situated,
  – possible names of the statues,
  – the feelings the statues evoke for you.

- If the statues in the picture could speak, what would they be talking about?

- Imagine the statues have come to life. Create a dialogue between the two statues. In pairs, decide who the statues are, what the relationship between them is and what they will do when they become alive. Then in class, perform the dialogues and choose the best and funniest version.



B Talk about what people usually consider a piece of art. Say what you know about graffiti.

Say what it is, where it can be seen, who it is painted by and what it expresses.
Say whether you consider graffiti a piece of art.
If you have seen the Czech film *Gympl,* talk about how graffiti was perceived by different people (students, teachers, policemen and parents). Talk about the differences between "street art" and "gallery art".

C Simulation

Which film would you possibly borrow (and never borrow) from a DVD rental shop to watch at the weekend with your friends/parents/siblings? After reading the short reviews of the films below, make your decision and *explain the reasons* for your choice.

My Big Fat Greek Wedding

Toula Portokalos is 30, Greek and works in her family´s restaurant in Chicago. She is not happy with her life and she wants to change it. She starts attending computer classes and becomes a manager in her aunt´s travel agency. She meets Ian Miller, an English teacher. They date secretly before her family finds out. Her father goes crazy about his daughter having a boyfriend who is non-Greek. He has to learn how to accept Ian, and Ian has to learn how to accept a loud Greek family.
Starring Nia Vardalos and John Corbett.

JOHNNY ENGLISH When all top secret agents are killed in an explosion, there is only one agent left, called Johnny English. It´s his job to find out who stole the crown jewels from the Tower of London. *Starring Rowan Atkinson.*
THE RING A girl dies a week after she watched a scary video. A journalist travels to the Northwest Pacific to search for the origins of the tape and the connection it has with crimes at a horse ranch. *Starring Naomi Watts and Martin Henderson.*
SHREK A ruler of a faraway land does not allow fairytales. But a green, smelly ogre named Shrek, his friend Donkey and beautiful Princess Fiona stand in his way. *Voices of Mike Myers, Eddie Murphy, Cameron Diaz.*

D Role-play "GALLERY OR CINEMA?"

You: You are a student of art at a university. You are very fond of modern art. Currently, there is an exhibition of modern paintings in your home town. You want to go and see it in the afternoon. However, you also want to spend the afternoon with your boyfriend/girlfriend who is not interested in going to the gallery but would prefer to go to the cinema to see the new James Bond film.
Since you want to impress your boyfriend/girlfriend, *suggest* to him/her that you both go to the cinema together just to show him/her how much you love him/her.

Your partner: Your boyfriend/girlfriend is keen on modern art but you are not. You are a film-lover and therefore you would like to go to the cinema to see the new James Bond film. However, you want to spend the afternoon with your boyfriend/girlfriend. You know that he/she would like to go to the gallery this afternoon. To surprise him/her, *pretend* that you would like to go to the gallery with him/her and that you do not care about films anymore.

☐ WRITING an essay *(písanie eseje)*

Graffiti, labelled as street art, often communicates social and political messages in public places, such as parks, highways, buildings or public transportation vehicles. To some, it is piece of art worth displaying in galleries, yet to others it is a form of vandalism.

In your essay (200–220 words), *compare and contrast* street art and gallery art. If you compare the following two pictures, which of them do you consider a piece of art?

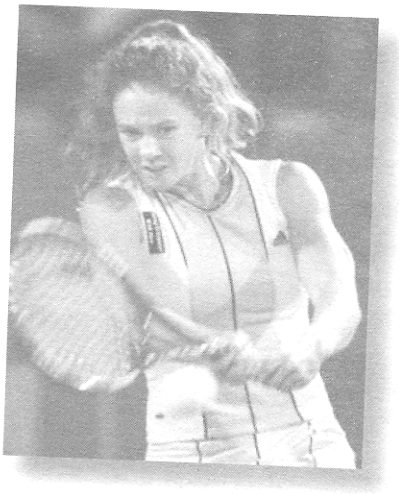


graffiti by an anonymous author



Pablo Picasso

3 SPORTS AND GAMES



A team is where a boy can prove his courage on his own. A gang is where a coward goes to hide.

Mickey Mantle

The five S's of sports training are: stamina, speed, strength, skill and spirit; but the greatest of these is spirit.

Ken Doherty

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **types of sports:**
  - *summer and winter sports*
  - *outdoor and indoor sports*
  - *individual and collective sports*
  - *water sports* (sailing, regatta, yachting, water-skiing, diving, synchronised swimming)
  - *martial arts* (karate, taekwondo, aikido, kendo...)
  - *extreme sports* (sky diving, hang gliding, parachuting, cliff diving, whitewater rafting, windsurfing, extreme motocross, freestyle skiing, mountain biking, skateboarding)
- **sport equipment:** puck, hockey stick, pair of skates, ball, goal, net, mat, bat, cap, racket, skis, goggles, life jacket, swimwear, paddle, canoe, running shoes, trainers (AmE: sneakers), skiing boots, skiing poles, basket, golf clubs, rings, motorcycle, pommel horse, weight plates, wooden stick, table-tennis table
- **body protection:** padding, padded gloves, padded plastic helmet, shoulder pads, hip pads, knee pads, shin pads, helmet with faceguard
- **sport fields and areas:** athletic stadium, circuit, court, golf course, gymnasium, four-walled court, grass court, hard court, ice rink, indoor pool, lake, pitch, pond, ring, ski resort, track
- **reasons for practising sports:** relaxation, increase of stamina, looking after health, weight loss, muscle building, new friendships, development of character, team building, learning to win and lose, cooperation, active body work, clear mind, extreme physical and mental exertion
- **professional sports:** problems with overtraining, doping (anabolic steroids, human growth hormones), corruption, drug testing, coping with being rich and famous
- **sport events:** matches, tournaments, competitions, Olympic Games (Olympic rings, Olympic flag, Olympic flame, Olympic creed, Olympic oath, opening ceremony, medal awarding ceremony, threat of terrorist attacks)

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. What is the difference between sports and games?
2. Which sports do you like most? What do you like about them?
3. What equipment do you have at home for practising different sports?
4. What are the pros and cons of practising individual sports versus playing team games?
5. Which sports/games don't you like? Explain your reasons.
6. Which sport events do you like watching?
7. Which sports do you find extreme?
8. Would you like to try an extreme sport? Which one and why?
9. Which professional sportsmen/sportswomen do you admire?
10. What do you know about the Olympic Games?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

REASONS FOR PLAYING SPORTS

There are a number of different reasons that people have in common that explain why they play sport. They need to relax and they know that practising a sport, suitable for them, can **improve** their health. Some sport activities, such as aerobics, jogging, swimming or bodybuilding, are preferred by those who want to **lose weight**. Many parents want their children to practise a sport. Most children do it as a hobby, but some later become professionals. Parents believe that practising a sport is a good way for their children to spend their free time and it develops their character. Many children and young people play a team sport. A lot of **competitions** are **held** both on national and international levels. When a team wins, it is a great source of motivation for the players to want to continue to improve, but it is also important to learn how to **accept defeat** when their team loses. Practising a sport makes us fit, active, goal-oriented and ambitious.

1. What are common reasons for practising sports?
2. Why do parents encourage their children to practise sports?

TYPES OF SPORTS

Sports can be generally divided into **indoor** and **outdoor sports**. **Gymnastics** is a typical indoor sport, **athletics** a typical outdoor sport. It includes **track and field events** (the marathon, **long-distance run**, **cross-country run**) and **sprinting events** (the hundred

two players played in a **four-walled court** with a special racket and a soft ball. Water sports, such as yachting, wind-surfing and surfing, are loved by many people.

5. Which games originated in Britain?
6. Which sports and games are the most popular in the USA?
7. Which Slovak hockey players´ successes are mentioned in the text?

PROFESSIONAL SPORT

Professional sport is, **unfortunately**, connected with several negative **phenomena**. High competition in sport forces the **elite** sportsmen and women to be the best. This often **leads to overtraining** or doping, which has a very negative effect on their health. They take anabolic steroids or human **growth** hormones to be the best. During important competitions the sportsmen and women are tested and may easily be **disqualified**. This may **have** a negative **impact on** their career. Success in professional sport is nowadays connected with money and popularity. Some of the top sportsmen and women find it difficult to **cope with** being rich and famous.

8. Name some negative phenomena of professional sport mentioned in the text above.

OLYMPIC GAMES

Two of the most important **sport events** are the *Summer* and *Winter Olympic Games* which are held every four years in a different country. It first took place in **ancient Greece**. Only men could compete and they were naked and **barefoot**. The spectators watched them from the hills outside the stadium. In 392 A.D., they were **abolished** as a **pagan** ritual. *Pierre de Coubertin* **revived** the idea of the Olympic Games and became the **founder** of the modern Olympic Games. The Olympic Rings are a **well-known** symbol of the Olympic Games. They represent the **unity** of the five continents. They **appear** in five colours on the Olympic Flag. The first part of the Olympic **creed** *"The most important thing in the Olympic Games is not to win but to take part..."* is often used for all kinds of other competitions. Only the best sportsmen and women of each country are chosen to take part in the Olympic Games. For them it is a great **honour** to represent their country. People all over the world pay a lot of attention to these sports events and that is why the Olympic Games **are** often **under the threat of terrorist attacks**. **Therefore**, the countries which organise the games try to **ensure** maximum security for everybody involved in the games.

(Adapted from http://en.wikipedia.org/wiki/Olympic Games)

9. Where did the Olympic Games originate and what is their symbol?
10. What do you think about the creed of the Olympic Games?

☐ VOCABULARY LIST

to abolish – zrušiť
athletics [æθletɪks] – atletika
ancient Greece [eɪnʃənt] – staroveké Grécko
to appear [ə'pɪə] – objaviť sa
barefoot [bɜəfʊt] – bosý
besides – okrem
championship – majstrovstvá
cliff diving – skákanie z útesu
competition – súťaž
to cope with – vyrovnať sa s
creed [kri:d] – motto, krédo
cross-country run – cezpoľný beh
cross-country skiing – lyžovanie na bežkách
the Cup Final – finálový zápas (vo futbale)
discus – disk
disqualified – diskvalifikovaný
diving [daɪvɪŋ] – potápanie
downhill racing – zjazd na lyžiach
elite [ɪli:t] – elitný, vybraný
to ensure – zabezpečiť, zaistiť
exertion [ɪgz3:ʃən] – námaha
favourable – priaznivé
figure skating – krasokorčuľovanie
founder – zakladateľ
four-walled court – kurt so štyrmi stenami
giant slalom [dʒaɪənt sla:ləm] – obrý slalom na lyžiach
grass court [kɔ:t] – trávnatý kurt
growth – rast
gymnastics [dʒɪmnæstɪks] – gymnastika
hammer – kladivo
hard court – tenisový kurt s tvrdým povrchom
hiking [haɪkɪŋ] – pešia turistika
to hold – usporiadať, organizovať
honour [ɒnər] (AmE: honor) – pocta, česť
hurdles [h3:dəs] – beh cez prekážky
to improve – zlepšiť
indoor pool – krytý bazén
indoor sport – halový šport
to involve – zahŕňať
javelin [dʒævəlɪn] – hod oštepom
long-distance run – beh na dlhé trate
to lose [lu:z] – prehrať
to originate – vzniknúť
outdoor sport – šport praktizovaný vonku
pagan [peɪgən] – pohanský
phenomenon [fə'nɒmɪnən] (pl. phenomena – jav
regatta [rɪgætə] – veslárske preteky
to require [rɪkwaɪə] – vyžadovať
to revive [rɪ'vaɪv] – obnoviť, oživiť
sailing – plachtenie
seat – miesto na sedenie
separately – zvlášť
shot put – vrh guľou
skating rink – umelé klzisko
ski resort – lyžiarske stredisko
spectacular stunt [spek´tækjələ stʌnt] – efektný (veľkolepý) kaskadérsky kúsok
spectator [spekteɪtə] – divák
speed skating – rýchlokorčuľovanie
sport event – športová udalosť
sprinting events – preteky na krátku vzdialenosť
therefore – (a) preto
to take part in – zúčastniť sa
tobogganing [təbɒgənɪŋ] – sánkovanie
tournament – turnaj
track and field events – atletické disciplíny
TV viewer [vju:ə] – televízny divák
unfortunately – nanešťastie
unity – jednota, súdržnosť
well-known – dobre známy
whitewater rafting – splavovanie divokej rieky
wrestling – zápasenie

to accept defeat – prijať porážku
to have an impact on – mať dopad na niečo
to lead to overtrainig – viesť k nadmernému trénovaniu
to lose weight – schudnúť
to play against each other – hrať jeden proti druhému
to spread all over the world – rozšíriť sa do celého sveta
under the threat of terrorist attacks [θret] – pod hrozbou teroristických útokov

☐ VOCABULARY PRACTICE

Task 1 Which sports and games can be practised in these places?

Example: on a golf course – *golf*

a) on an ice rink
b) on a court
c) in a gymnasium
d) in an indoor pool
e) in a ski resort
f) in a four-walled court
g) on a pitch
h) in a ring
i) on a lake/pond
j) on a track/circuit

Task 2 What equipment do you need to practise the sports from the previous exercise? Choose from the box.

life jacket – puck – goggles – hockey stick – racket – padded gear – ball – helmet – paddle – running shoes – canoe – mat – padded gloves – basket – rings – net goal – motorcycle – swimwear – pommel horse – cap – bat – skis – golf club– pair of skates– weight plates

Task 3 Which are the three most important qualities of a good sportsman/sportswoman? Form nouns from the adjectives below.

a) physically strong b) healthy c) competitive d) fair e) responsible f) famous g) recognised h) hard-working i) intelligent j) creative k) selfish l) successful m) careful n) ambitious o) friendly p) modest r) courageous

Task 4 What are the common reasons for practising sports or doing them as a career? Discuss the following issues in small groups. Rank them according to their importance: UNIMPORTANT – IMPORTANT – VERY IMPORTANT

a) they increase stamina
b) they keep us fit
c) they keep us in shape
d) they help us lose weight and build muscle
e) they teach us how to be part of a team
f) they help us find new friends
g) they prevent some diseases
h) they can improve our health
i) they are a good way of relaxing
j) they help us learn to accept defeat
k) they are a good way of spending free time
l) they teach us how to deal with popularity
m) they make us more goal-oriented and ambitious
n) they make our body more flexible and active
o) they increase our self-confidence

☐ LISTENING

Task 5 My Favourite Sport

You are going to hear five fans talking about the origin of their favourite sport: hurling, squash, lacrosse, curling and American football. Match the following statements with the names of the sports. Listen to the recording twice.



1. _____ does not require any body protection for those above a certain age.
2. _____ is an indoor sport which requires physical strength and regular training.
3. _____ has gradually reduced its number of players over time.
4. _____ is played by two teams of four players who slide heavy stones towards a marked place.
5. _____ requires complete protective padding for its players.
6. _____ is an American contact sport also played by women.
7. _____ is a type of football played with a small ball and a wooden stick.
8. _____ is a sport played with a racquet, a net and a small rubber ball.

Task 6 Badminton Player

You are going to hear an interview with the professional badminton player. Decide whether the following statements are true (A), false (B) or whether the information was not given (C). Listen to the recording twice.

CD 1 Track 7

1. **Simon will stop playing badminton next season.**
   A (true) *B (false)* *C (not stated)*

2. **Seating the VIP guests resulted in the match starting thirty minutes later.**
   A (true) *B (false)* *C (not stated)*

3. **Simon has been playing badminton since his childhood.**
   A (true) *B (false)* *C (not stated)*

4. **Simon used to play for his secondary school.**
   A (true) *B (false)* *C (not stated)*

5. **Simon started playing badminton in order to become famous.**
   A (true) *B (false)* *C (not stated)*

6. **Simon is not having problems with his knee and wrist anymore.**
   A (true) *B (false)* *C (not stated)*

7. **Simon knows exactly what he will do when he retires.**
   A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 7 Listen to the text from the previous exercise again and report what Simon, the professional badminton player, said in the interview.

First, the reporter asked Simon if he [1]_____ **(come)** to the tournament next year. He told him that he hoped he would.

He was then asked if he thought that the tournament [2]_____ **(be)** well-organised. He said that it [3]_____ **(be)**, but that there [4]_____ **(be)** some minor problems that day.

READING

Task 9 **Read the text about the famous footballer Eric Cantona. There are some parts of the sentences that are missing. Choose which option (A–J) best fits into the sentences (1–8). There are two extra sentences which do not fit any of the gaps.**

When French footballer Eric Cantona retired from football, 1 . He was worshipped by his fans, many of whom wore number 7 United shirts with Cantona's name 2 . His career had been under a cloud for the previous two years at the Red Devils after he had kicked a supporter of Crystal Palace who had been hurling abuse at him from the touchline. As a result of his kung-fu exploits 3 . He was also sentenced to 120 hours of community service. His comments have always attracted a lot of both 4 . His comments at the press conference after the above-mentioned incident were typical of Cantona – "When the seagulls follow the trawler, it is because they think sardines will be thrown into the sea". Puzzling. Cantona has always seen himself as something of an all-rounder. His forays into philosophy are not only limited to 5 . He also writes poetry. And appears in films. And paints. Oh, and also plays football (in between his retirements which are quite regular now). Although employed as a footballer, 6 . When he played in France, he frequently attacked his own teammates on the pitch (in addition to the other team and referees). He then moved to the English team, Leeds United, but it was only when he reached Manchester United that he seemed to calm down and 7 . Perhaps his stormy footballing career is now at an end, 8 . We will just have to wait to find out if any more sardines are dropped from the back of his trawler...

(Adapted from www.talkfootball.co.uk)

A) it does seem as though he was more of a professional boxer
B) but it seems unlikely that we have heard the last of *Le Cantona*
C) he was banned for eight months by the Football Association
D) bizarre comments to journalists
E) positive and negative attention from the press
F) where he scored five goals during one match
G) it was a great shock for fans of Manchester United
H) replaced by the word 'God' (but in French, of course)
I) while his reputation was sinking
J) earned himself the role of captain

Task 10 Read the following text about cricket. Decide whether the following statements 1–6 are true or false. Write the letter (A–F) of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once.

CRICKET

A	Cricket to the English is not just a game. It is a symbol – a twenty-two-headed personification of all English beliefs and philosophies. Ignore it at your peril.
B	Cricket is the national summer pastime of the English race. Visitors to England would have to be blind not to spot at least one weekend cricket match in their travels. One can hardly avoid the coverage of international matches which seeps out of radios in every public place throughout the season.
C	And it is inescapable. On every village green or television screen, there it is – fifteen men dressed in white, standing around waiting for something to happen.
D	The English invented cricket 750 years ago and are fiercely proprietorial about it. Its actual rules are one of the great mysteries of life, passed on among the initiated in a coded language.
E	In the past, they took the game all over the world and always won. Gradually, though, other nations' teams have got better at it, and so now the English stand a jolly good chance of being beaten wherever they go.
F	Whenever this happens, the English get very heated. They accuse everyone in sight of having cheated or even of having played before shaving. It is a sad spectacle but one which the rest of the world thoroughly enjoys.

(Adapted from Oval Books: Miall, A., Milsted, D.: The Xenophobe's Guide to the English)

1.	**The rules of cricket are very simple to understand.** *A (true) B (false) Which paragraph (A–F) supports your answer?* ☐
2.	**Cricket represents everything English.** *A (true) B (false) Which paragraph (A–F) supports your answer?* ☐
3.	**People from other countries enjoy it when England loses at cricket.** *A (true) B (false) Which paragraph (A–F) supports your answer?* ☐
4.	**The English enjoy playing and watching cricket.** *A (true) B (false) Which paragraph (A–F) supports your answer?* ☐
5.	**There are few opportunities to see or hear a cricket match.** *A (true) B (false) Which paragraph (A–F) supports your answer?* ☐
6.	**The English have the best cricket team in the world.** *A (true) B (false) Which paragraph (A–F) supports your answer?* ☐

☐ REVIEW

Task 11 What is the difference between the following sports/games? If you are not sure, check the meaning in your dictionary.

a) diving/snorkelling
b) regatta/kayaking/rafting/canoeing
c) football/American football
d) curling/hurling

Task 12 What is the difference in meaning between the following expressions? If you are not sure, check the meaning in your dictionary.

a) to take place/to be held in/to take part
b) competition/race/match/tournament/championship
c) sport/game/play
d) trainer/coach/referee/umpire/caddie
e) field sports/contact sport
f) fan/spectator/audience
g) to lose/to win

☐ SPEAKING

A Look at the pictures of some sports below and name them. Compare and contrast them and say

- what kind of people can practise these sports (age, physical strength, time, money),
- when these sports can be practised (winter, summer, all year round),
- where these sports can be practised (gym, pool, ski slope...),
- what equipment is needed to practise them (special protective clothes, gear...),
- which of them you think are risky,
- which of them is the most/least interesting for you and why.


A)


B)


C)


D)


E)

B What is your reaction? What is unusual about the following situations?

- women playing football
- men figure-skating
- women bodybuilding
- men losing weight on purpose by jogging and taking slimming pills

C Simulation

Playing sports professionally as a career requires a lot of time, money, hard physical training, stamina and sacrifice. If you were a professional sportsman/sportswoman, what advantages and disadvantages would there be for your personal and professional life? What qualities do you need to be a good professional sportsman/sportswoman?

D Role-play "INTERVIEW WITH A SPORTSMAN"

You: You are a curious sports journalist from a magazine called *Sport*. You want to write a shocking article about a well-known sportsman who is said to take anabolic steroids. *Have an interview* with him and find out about how he started his career, his greatest successes and failures in life and about his future plans.

Your partner: You are a well-known sportsman. A sports journalist wants to write an article about you for a magazine called *Sport*. You are very nervous about the interview because the journalist is very unpleasant and he knows about your troubles with doping. *Be evasive* and *avoid answering* any unpleasant and personal questions.

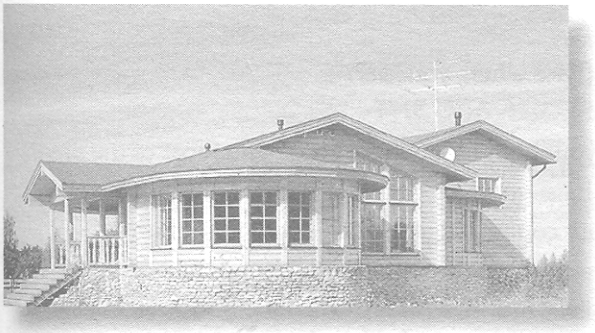
☐ WRITING a report *(písanie správy)*



Write a report (200–220 words) for your school magazine about a sports competition which took place at your school. In the report:

- *describe* the preparation for the event,
- describe the event,
- write about the final results,
- *express your own feelings* about the event.

4 HOUSING



A good home must be made, not bought.
Joyce Maynard

It matters less to a person where they are born than where they can live.
Turkish Proverb

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **living in a city/town: (urban area)**
  advantages: job opportunities, sports facilities, cultural events, schooling possibilities, health establishments, nightlife, shopping centres, public transport, cosmopolitan
  disadvantages: crowded, polluted, noisy, hectic, dangerous, high rate of crime, cost of living, traffic jams, problems with parking
- **living in the country: (rural area)**
  advantages: peaceful, quiet, calm, nature, growing plants/flowers/crops, keeping animals, gardens, farms
  disadvantages: no privacy, lack of cultural events, poor public transport connections
- **location:** situated in a residential area, in the city, right in the centre, on the outskirts of town, in the suburbs, in the countryside, in the village, in a block of flats, in a housing estate, in walking distance from..., nearby sports facilities
- **types of dwelling/shelter:** block of flats, house, caravan, houseboat, lighthouse, hut, chalet, cottage, tent, castle, palace
  in Britain: flats (penthouse apartment, suite, bedsit), houses (detached, semi-detached, terraced, back-to-back, bungalow, mansion, country house)
  in America: apartment/condominium (condo), raw house, duplex
- **exterior:** garden (backyard, front yard), patio, swimming pool, greenhouse, fence, hedge, garage, gate, path, driveway
- **interior:** ground floor, first floor, stairs, central heating/floor heating, sauna, Jacuzzi, double glazed windows, French windows, skylight, safety entrance door
- **types of rooms:** entrance, back room, front room, dining room, living room/sitting room, bedroom, study, hall, kitchen, playroom, bathroom, laundry room, storage, cellar, loft, attic, basement
- **furniture:** settee/sofa/couch, armchairs, wall unit, hi-fi system, TV set, DVD player, bookcase, coffee table, fireplace, cupboards, sink, table with chairs/stools, single bed, double bed, bunk beds, built-in wardrobes, dressing table, mirror on the wall, toilet (lavatory), bidet, shower, bath, washbasin, shelves, chest of drawers, bedside tables, lamp, chandelier
  on the floor: carpet, tiles, rug, wooden floor, *on the windows*: blinds, curtains, *on the walls*: concrete, painted walls, wallpaper
- **household appliances:** cooker, grill, oven, microwave oven, fridge with ice-crusher, freezer, toaster, food processor, dishwasher, washing machine, dryer, vacuum cleaner, air-conditioner, kettle, coffee machine, (ceiling) fan, humidifier, heater
- **activities around the house:** mowing the lawn, sowing seeds, weeding the flowerbeds, planting flowers, watering, building a greenhouse, trimming the hedge, cutting tree branches, fixing leaking pipes and roofs, decorating, sweeping the patio
- **describing the place where you live:** small (tiny)/large (huge, enormous, spacious), light/dark, draughty, noisy/quiet, decorated, modern, old-fashioned, warm and cosy
- **problems connected with living:** sharing with e.g. parents/roommates, renting (tenant), taking a mortgage, intolerant/noisy/nosy neighbours, homelessness

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. What does *home* mean to you?
2. What types of houses are there in the place where you live?
3. What makes your flat/house comfortable and cosy?
4. How would you describe the place in your house/flat where you spend most of the time?
5. What do you think – is it important to have good relationships with neighbours? Explain.
6. What is the most prevalent trend in your country – living in cities or in the country?
7. Where would you prefer – to live in the city or in the countryside? Why?
8. What is your idea of the ideal place to live?
9. Is it common in your country for people to move many times in their lives? Why?/Why not?
10. How can one end up homeless?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

28.10

LIVING IN TOWNS AND CITIES

We all are very much **influenced** by the place where we grow up. Our whole life is **marked by** places where we live, stay or work. There comes a time when we want to **settle down** and create our own home. Everyone of us has a dream home in a dream country which would correspond to all our needs and **desires**. In real life we try to make the best possible **compromise** we can. Living in towns and cities has both **advantages** and **disadvantages**. **On the one hand,** there are many job opportunities, better schooling possibilities, a rich social life and sports **facilities**. There are many cultural events **held**, such as concerts, operas and theatre performances. People can go out to cafés, pubs and night clubs. There are many **shopping malls,** where one can buy all sorts of **goods** under one **roof**. There are usually a few local hospitals which **provide** a high standard of health care. **On the other hand,** city **inhabitants** live in a **polluted**, **noisy**, **crowded** and hectic place. The air in towns and cities is often polluted by **fumes** from **factory chimneys** and cars. There is often a lot of **mess** and dirt in the streets. Many city people live in **housing estates**, which is not an ideal place to **raise** children. The most serious problem of towns and cities is the high level of crime caused by **pickpockets, shoplifters, burglars, murderers** and drug dealers. In the past, there was a **noticeable** trend for people to move to towns. Nowadays, more and more people are moving back into the country, where they look for peace and quiet and a healthy way of living. Houses in villages are cheaper than the ones in towns. Living in **suburbs** is an **option** for people who want to stay away, but not very far from a town or city.

1. What options do people have when they want to create their own homes?
2. Talk about the advantages and disadvantages of living in towns and cities following the ideas in the text above.

TYPES OF HOUSING IN BRITAIN, THE USA AND SLOVAKIA

British people prefer to live in houses rather than flats. There are several types of houses in Britain: **terraced houses**, **back-to-back houses**, **semi-detached houses**, **detached houses** and **bungalows**. Terraced houses are built in a **row**, back-to-back houses share a back wall, semi-detached houses are **joined** together by one **common** wall. A detached house stands alone and a bungalow is built on one level. **Cottages**, small traditional country houses, are quite popular in our country. Some families have cottages near **woods** or lakes and like to spend their weekends there. British people also like country houses. Some British families have them in France. A typical British house **is set** in a small garden and has two **storeys.** It is usually **designed** for a family of four or five people. There is a hall, a front room, a back room, a kitchen and a **storage space** downstairs. A garage is normally **attached to** the house. Upstairs, there is one big bedroom and two smaller ones, a bathroom and a **lavatory.** In Britain, the size of **property** is **determined by** the number of bedrooms.

In the centre of big American cities, many people live in **apartments** (flats) situated in large apartment buildings whose **owners** live there too. They are called **condominiums (condos)**. Many Americans live in detached houses with a front yard and a back yard (a garden).

Many Slovaks live in flats. A flat is situated in the same building as other flats, often forming part of a **block of flats**. These days, a lot of housing estates are being reconstructed and new ones are being built. Slovak houses are usually quite big and the older ones are sometimes shared by two families – grandparents, their children and grandchildren. Living in **rented** flats and houses is becoming quite normal especially for younger families.

3. What are common types of houses/dwellings in Britain, the USA and Slovakia?
4. What does a typical British house look like?

INTERIOR – ROOMS, FURNITURE AND HOUSEHOLD APPLIANCES

The furniture in British and Slovak rooms is not very different nowadays. The sitting room has a **settee** and armchairs, a **wall unit** with a hi-fi system, a TV set and a DVD player, a **bookcase** and a coffee table. Most British houses have a **fireplace due to** the cold weather. Kitchen furniture includes kitchen **cupboards**, a **sink**, a **cooker** and a **fridge-freezer**. They are usually all **built-in**. There is also a table with chairs or **stools**. The floor in the kitchen is often **tiled**. The bedroom has a double bed, built-in **wardrobes,** a dressing table with a mirror on the wall and a stool in front of the table. American houses are well-furnished and **equipped with** modern **household appliances,** such as a cooker, a grill, an **oven**, a mic-

rowave oven, a **kettle**, a fridge with an **ice-crusher**, a freezer, a toaster, a **food processor**, a dishwasher, a washing machine, a **dryer**, a vacuum cleaner and an air-conditioner, amongst others. Each child in the family has his/her own room. Like British people, Americans do not usually stay in the same house their whole lives. Some families like to move to other parts of the country and change houses more than once in a **decade**. They usually **hire a removal company** to move their furniture, appliances and other necessary **equipment**.

5. How do Slovak and British houses differ according to the text above?
6. Compare the household appliances that an average American and Slovak family have.

EXTERIOR

Both Slovaks and British people love decorating their houses and gardening. Slovaks **tend to** have bigger gardens behind their houses and they spend quite a lot of time **growing** vegetables and fruit. British gardens are rather small and are more often used for relaxation than for growing vegetables. There is a lot of work around the house **throughout the whole year**. Slovaks are said to be very **skilful** and do a lot of work themselves. **Mowing the lawn**, **sowing seeds**, **weeding the flowerbeds**, planting flowers, watering them, building a **greenhouse**, **trimming the hedge**, cutting tree **branches**, **fixing** roofs, painting rooms, putting in the flooring and other jobs in the home are **manageable** without taking any special DIY (Do-It-Yourself) course or needing to study any manuals.

7. What do Slovaks and British use gardens for?
8. Why is it said that Slovaks are very skilful?

BUYING A HOUSE/FLAT

Both in Slovakia and Great Britain, it is not easy to buy one's own flat or a house. In both countries, the prices of property are extremely high. It is impossible for a young family to buy a flat without their parents´ help or a **mortgage**. They have to **pay** it **off** in regular monthly **instalments**. **In order to** buy a house, a family does not need to have all the money anymore – there are many banks from which it is possible to **borrow** up to 90 per cent of the **value** of the house as a mortgage. Almost half of all British families own the houses in which they live. A lot of them pay off their mortgages for many years after moving into a house. In our country, more and more people **take advantage of** mortgages too. Some **take out a loan** for the reconstruction of their flats or houses. However, after the **credit crunch,** it has become more difficult in both countries to borrow money from a bank.

9. What are the advantages and disadvantages of taking out a mortgage?
10. What is meant by the term "credit crunch" mentioned in the text above?

☐ VOCABULARY LIST

advantage – výhoda
apartment (AmE) – byt
attached to – pripojený k
back-to back house – dom spojený s druhým domom zadnou stenou
block of flats – panelák
bookcase – knižnica (police)
to borrow – požičať si
branch – konár
built-in – vstavaný
bungalow – bungalov (prízemný dom)
burglar [bɜ:glə] – vlamač, zlodej
common – spoločný
compromise [kɒmprəmaɪz] – kompromis
condominium (condo) – kondomínium, vlastný byt v spoločnej bytovej zástavbe v meste
cooker – sporák
cottage – chalupa
credit crunch [krʌntʃ] – úverová kríza
crowded – preplnený
cupboard – kuchynská linka
decade [dekeɪd, also dɪkeɪd] – dekáda
to design – navrhnúť
desire [dɪzaɪə] – túžba
detached house [dɪtætʃt] – samostatný dom
determined (by) – určený
disadvantage – nevýhoda
dryer – sušička
due to [dju: tə] – kvôli
equipment – vybavenie, zariadenie
equipped (with) – zariadený, vybavený
facility [fə´sɪlɪtɪ] – vybavenie; možnosť
factory chimney [tʃɪmnɪ] – komín továrne
fireplace – kozub
to fix – opraviť
food processor – kuchynský robot
fridge-freezer – chladnička s mrazničkou
fume [fju:m] – dym
goods – tovar
greenhouse – skleník
to grow – pestovať
to hold – konať sa, usporiadať
household appliance [haʊshəʊld ə'plaɪəns] – domáci spotrebič
housing estate – sídlisko
ice-crusher – drvič ľadu
to influence – ovplyvniť
inhabitant – obyvateľ
instalments – mesačné splátky
in order to – aby, za účelom
joined – spojený
kettle – varná kanvica
lavatory – toaleta
manageable – zvládnuteľný
marked (by) – poznačený
mess – neporiadok
mortgage [mɔ:gɪdʒ] – hypotéka
murderer [mɜ:dərə] – vrah
noisy – hlučný
noticeable – značný, očividný
option [ɒpʃən] – voľba
on (the) one hand – na jednej strane
on the other hand – na druhej strane
oven [ʌvən] – rúra
owner – majiteľ
to pay off – splácať
pickpocket – vreckový zlodej
polluted [pə'lu:tɪd] – znečistený
property – majetok
to provide [prə'vaɪd] – poskytnúť
to raise – vychovať
rented – prenajatý
roof [ru:f] – strecha
row – rad
semi-detached house – dvojdom
set (in) – umiestnený, vsadený (do)
settee [seti:] – gauč
to settle down – usadiť sa
shoplifter – zlodej v obchode
shopping mall – nákupné centrum
sink – kuchynský drez
skilful (AmE: skillful) – zručný, obratný
stool [stu:l] – stolička bez operadla
storage space [stɔ:rɪdʒ speɪs] – skladovací priestor
storey – poschodie
suburb – predmestie
to tend (to) – smerovať, inklinovať k
terraced house – dom v radovej zástavbe
tiled [taɪld] – vydláždený
value – hodnota
wall unit – zostava nábytku do obývačky
wardrobe – šatník
wood – les

to hire a removal company – prenajať si sťahovaciu službu
to mowe the lawn – kosiť trávnik
to sow seeds – sadiť semená
to take advantage of – využiť
to take out a loan – vziať si úver
throughout the whole year [θru:ˈaʊt] – počas celého roka
to trim the hedge – strihať živý plot
to weed the flowerbeds [wi:d] – plieť kvetinové záhony

☐ VOCABULARY PRACTICE

Task 1 Match the types of housing below to their descriptions.
See the pictures of different types of houses on the DVD (Presentations): Unit 4.

DWELLINGS	DESCRIPTIONS
e.g. semi-detached c	a) a building containing a number of apartments
1. detached	b) a small country house
2. block of flats	c) a house attached to another house
3. cottage	d) a house which is not connected to other houses
4. chalet	e) a large country house
5. tent	f) a portable place to live made of canvas or other fabric
6. mansion	g) an apartment situated in a large building which is owned by the people who live there (the USA)
7. caravan	h) a mobile place to live on wheels
8. terraced houses	i) a row of houses joined together
9. condominium	j) a large house, typical for the USA, divided into two separate homes
10. duplex	k) a holiday home, normally found in the mountains
11. bungalow	l) the river boat where you can live
12. houseboat	m) a small one-storey house

Task 2 Read the following descriptions. Which room/place is described? What else do people use these rooms/places for?

Example: A place at home where you can work. STUDY

1. The place where you sleep. _____
2. This place is below ground level. basement
3. This place connects the other rooms together. hall
4. All the cooking happens in this room. _____
5. This is at the top of the house, under the roof and often used for storing things. attic
6. This is the room where people sit and relax. _____
7. The room in which you can wash yourself. _____
8. An outdoor platform outside the house where people can sit. _____
9. The cold place underneath the house where wine is kept. cellar
10. The place around the house, often covered by a lawn, where small children can play. garden

Task 3 Describe your own room.

- Draw a plan of your room and describe it to your partner. Use the adjectives in the box below.
- Describe the furniture it has, where it is located in your room and what you use it for.
- What would you like to change about your room?

cosy – large – tiny – huge – spacious – light – dark draughty – noisy – quiet – decorated – modern

☐ LISTENING

Task 4 Luxury Penthouse Suite

You are going to hear a dialogue between an estate agent and a potential customer who wants to buy a flat. What kind of a flat is it? Listen to the recording twice.

CD 1 Track 8

A) a luxury penthouse suite
B) a horrible flat with only one room
C) a nice three-room flat

Task 5 Harlem

You are going to hear a monologue about the history of living in Harlem. Decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

CD 1 Track 9

1. **In the 1970s, Harlem was mostly inhabited by Afro-Americans.**
   A (true) *B (false)* *C (not stated)*

2. **Originally, people with few possessions lived there.**
   A (true) *B (false)* *C (not stated)*

3. **Harlem has recently become the New York suburb inhabited by low social class.**
   A (true) *B (false)* *C (not stated)*

4. **As a matter of fact, Harlem grew as New York City developed.**
   A (true) *B (false)* *C (not stated)*

5. **The majority of apartments had been built in Harlem before the elevated railway was developed.**
   A (true) *B (false)* *C (not stated)*

6. **Harlem is often described as the place of the rich by the press.**
   A (true) *B (false)* *C (not stated)*

7. **Nowadays, there are many prestigious stores in Harlem.**
   A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 6 Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.

I [0] *have lived/have been living* **(live)** in my new house for about three years now. I used to live in a block of flats in the middle of the town but I [1] _____ **(find)** it too noisy. However, it was very convenient – especially for evenings out.

My new house [2] _____ **(make)** my sister quite jealous. Ever since I moved in, she [3] _____ **(say)** that she will have to find a place of her own. Currently,

she [4]_____ **(share)** a flat with some friends of hers but she feels that she [5]_____ **(get)** too old for that now.

I know that my little terraced house isn't perfect. It's certainly no mansion. But it is all mine. I [6]_____ **(decorate)** it in a style I really like. It's very colourful – I [7]_____ **(be)** fed up with student houses with their boring white walls and stained carpets.

I [8]_____ **(sell)** my flat before I bought my new house. If I [9]_____ **(not, do)** it that way, I would not have had enough money to invest in it. In spite of that I took out a mortgage from the bank, which I [10]_____ **(pay)** back by the end of next year.

I've read somewhere that more people [11]_____ **(live)** alone now. I'm not really surprised, because I find [12]_____ **(live)** alone very comfortable. I don't have to worry about who [13]_____ **(forget)** to do the washing up or who [14]_____ **(leave)** the bathroom in a mess. I always know that it must [15]_____ **(be)** me!

☐ READING

Task 7 **Read the information about the people below (1–5) who are looking for a new place to live. From offers (A–F), choose the best type of accommodation for them. There is one extra type of accommodation described which you will not need to use.**

1. **Martin and Suzie** both have full-time jobs in town but would like to have children in the near future. They would like to have something of their own and they have a car.

2. **Josephine** is a single mother who does not have a car. She has a full-time job, so she does not have much free time. Her son, Patrick, is just about to start school. He normally spends every second weekend with his father in a village. Josephine likes to spend these weekends out with friends.

3. **Mr. and Mrs. Green** used to be hippies in the 60s and this has influenced their whole way of life. They have just retired and are searching for a lifestyle that would enable them to find new friends. They love nature and do not like living in towns.

Task 5 Harlem

You are going to hear a monologue about the history of living in Harlem. Decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

CD 1 Track 9

1. **In the 1970s, Harlem was mostly inhabited by Afro-Americans.**
   A (true) *B (false)* *C (not stated)*

2. **Originally, people with few possessions lived there.**
   A (true) *B (false)* *C (not stated)*

3. **Harlem has recently become the New York suburb inhabited by low social class.**
   A (true) *B (false)* *C (not stated)*

4. **As a matter of fact, Harlem grew as New York City developed.**
   A (true) *B (false)* *C (not stated)*

5. **The majority of apartments had been built in Harlem before the elevated railway was developed.**
   A (true) *B (false)* *C (not stated)*

6. **Harlem is often described as the place of the rich by the press.**
   A (true) *B (false)* *C (not stated)*

7. **Nowadays, there are many prestigious stores in Harlem.**
   A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 6 Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.

I [0] *have lived/have been living* **(live)** in my new house for about three years now. I used to live in a block of flats in the middle of the town but I [1] _____ **(find)** it too noisy. However, it was very convenient – especially for evenings out.

My new house [2] _____ **(make)** my sister quite jealous. Ever since I moved in, she [3] _____ **(say)** that she will have to find a place of her own. Currently,

she [4]_____ **(share)** a flat with some friends of hers but she feels that she [5]_____ **(get)** too old for that now.

I know that my little terraced house isn't perfect. It's certainly no mansion. But it is all mine. I [6]_____ **(decorate)** it in a style I really like. It's very colourful – I [7]_____ **(be)** fed up with student houses with their boring white walls and stained carpets.

I [8]_____ **(sell)** my flat before I bought my new house. If I [9]_____ **(not, do)** it that way, I would not have had enough money to invest in it. In spite of that I took out a mortgage from the bank, which I [10]_____ **(pay)** back by the end of next year.

I've read somewhere that more people [11]_____ **(live)** alone now. I'm not really surprised, because I find [12]_____ **(live)** alone very comfortable. I don't have to worry about who [13]_____ **(forget)** to do the washing up or who [14]_____ **(leave)** the bathroom in a mess. I always know that it must [15]_____ **(be)** me!

☐ READING

Task 7 **Read the information about the people below (1–5) who are looking for a new place to live. From offers (A–F), choose the best type of accommodation for them. There is one extra type of accommodation described which you will not need to use.** 8

1. **Martin and Suzie** both have full-time jobs in town but would like to have children in the near future. They would like to have something of their own and they have a car.

2. **Josephine** is a single mother who does not have a car. She has a full-time job, so she does not have much free time. Her son, Patrick, is just about to start school. He normally spends every second weekend with his father in a village. Josephine likes to spend these weekends out with friends.

3. **Mr. and Mrs. Green** used to be hippies in the 60s and this has influenced their whole way of life. They have just retired and are searching for a lifestyle that would enable them to find new friends. They love nature and do not like living in towns.

4. **Tony** is a widower who spent his childhood in the countryside and really liked it. He used to being alone and is quite happy with it. He has a big dog.

5. **Fred** is a busy bank manager who has a very active lifestyle. He likes the city and ha many rich friends. He has a girlfriend and wants her to live with him soon.

A SINGLE FAMILY HOUSE IN A SUBURB

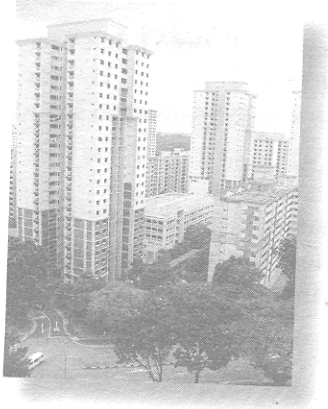


A suburban lifestyle offers a family friendly atmosphere and a peaceful neighbourhood. This environment offers peace and luxury but requires a car to get to work. Suburbs normally have good schools and services but less work opportunities.

B A HOUSE/FLAT IN THE CITY CENTRE

Urban areas offer greater social, educational and career opportunities. They typically have a higher crime rate and less favourable schools than the suburbs. This area is close to nightlife and city attractions. People usually do not need a car. You can walk or take a bus, taxi or the underground to restaurants, bars, shops, museums, libraries and parks. You can also use public transportation or walk to work each day. There is little or no public parking.





C RENTED FLAT

A flat to rent may be right for people who are looking for attractive prices and a low-maintenance lifestyle in the city. Lofts typically do not have interior walls and have more open space and higher ceilings than other homes. They require minimal maintenance. People who work in the city centre and need cheaper housing rent them. They are often used by middle income families, students or senior citizens. They are usually preferred by people who do not want to spend too much time around the house but want to enjoy their leisure time.

D SINGLE FAMILY HOUSE IN A VILLAGE



A rural environment offers privacy, space and the opportunity to do hobbies such as gardening. People normally live in a community where they know each other well. They often spend time together in clubs or pubs. People who prefer to be out of town but still with people prefer to live in such places. It attracts people who like to take care of their home and garden.

E COUNTRY COTTAGE



People who are fed up with living in towns among people choose to live in a country cottage. Normally, people have it as a weekend or holiday home. It offers opportunities to relax or to do hobbies such as hiking or fishing. People do not meet very often here, because cottages of this type are quite isolated. Sometimes, they invite friends for a barbecue or for the weekend. Some people have vineyards next to their cottages and grow grapes and produce wine there.

(Adapted from www.frontdoor.com)

F MOBILE HOME (CARAVAN)



Caravanning can be exciting, adventurous, relaxing and may even involve working during your travels. It gives you the ability to do whatever you choose and go wherever you want. It is the friendships you make on your journeys that make the caravanning lifestyle so attractive. You can make long trips or just spend weekends in your caravan. Caravanning is something people of all ages can enjoy, it is not just for those who have retired. It creates a great family atmosphere.

(Adapted from www.coromal.com.au)

Task 8 Read the following extracts from advertisements concerning flats and houses. Try to decipher their meaning.

Example: Flats/Houses to Let – available for rent

a)	Cosy room in mixed flatshare, few mins. stn. bus & amenities
b)	Bedsit to let – suit n/s prof. lady, £500 pcm.
c)	lux. flt. 2 bed., 1st fl. k&b., Tel., T.V., fr., C.h. c.h.w.
d)	mod. well furn. det.hse., lge.kit., 6 beds., 3 receps., 2 gars., dble.glaz., curts., cpts. included
e)	unf. flt. , f.f. , g.f. s/c, nr. Tub.
f)	lux. hse., all mod. cons., landscd. gdn., swim.pool., avail. end Dec., Refs. Rqd., 1 000 000 EURO ono

☐ REVIEW

Task 9 What is the difference between the following words and expressions?

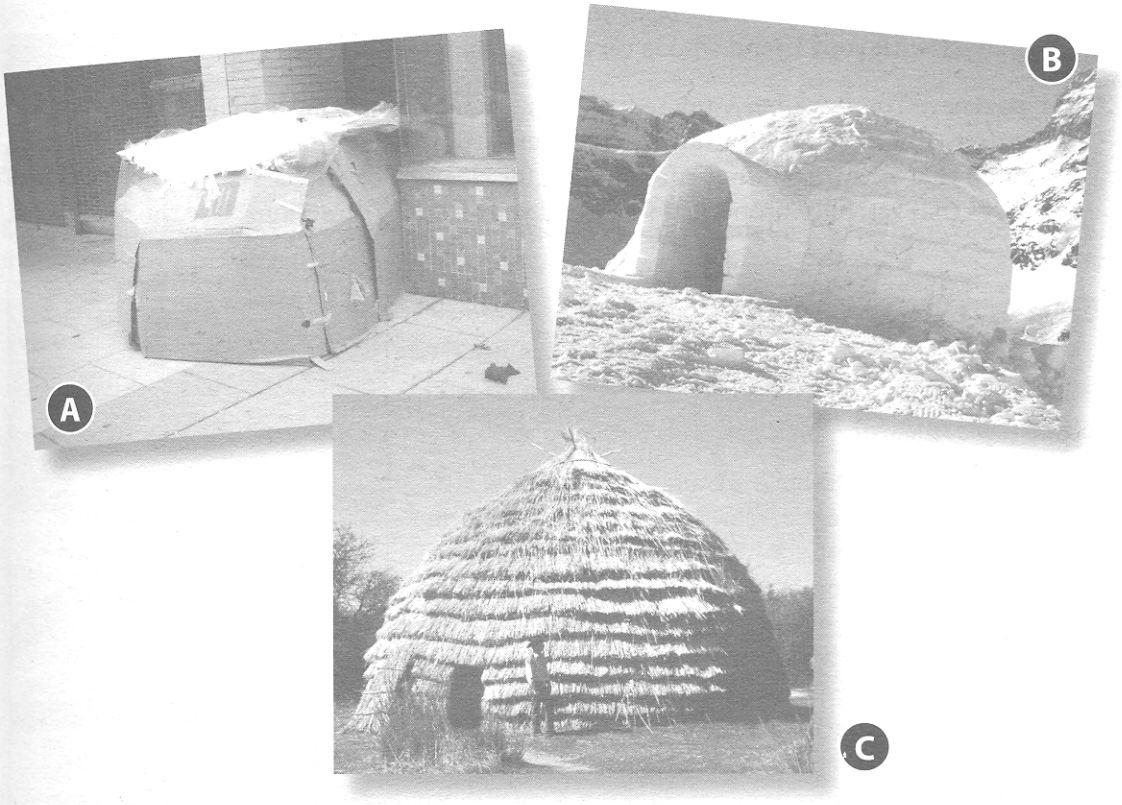
a) property/dwelling/shelter
b) detached house/semi-detached house
c) patio/terrace/balcony/yard
d) cupboards/wardrobes
e) fence/hedge/wall
f) steps/stairs
g) driveway/path/sidewalk
h) living room/dining room/hall
i) first floor/ground floor/basement
j) loft/attic/loft apartment
k) to rent/to hire
l) to build a house/to have it built
m) landlord/landlady/tenant/lodger/ estate agent
n) lawn/grass

☐ SPEAKING

A "SIMILAR BUT DIFFERENT"

Look at the photographs below. All the dwellings below look similar but are different. *Compare and contrast* them and talk about:

- the material they are made of,
- the purpose they are used for,
- the interior/exterior,
- the places/countries they may be situated in,
- the lifestyle of the people who live there.



B **Talk about the advantages and disadvantages of living in a town and living in the country. Mention public transport, schooling possibilities, crime rates, social life, cultural events, possible friendships and activities with neighbours, shops and health care facilities.**

C Simulation

How would you react if you were walking in the street and met a friend from your childhood who you discovered had become homeless? What would you do for him/her?

- What possibilities are there for the homeless to avoid ending up on the streets?
- How do people become homeless?

D Role-play "A FLAT-WARMING PARTY"

You: You have invited your friend to a "flat-warming party", but he/she doesn't know the way to your flat. *Give him/her clear directions* on how to walk there from the station. Be patient with your friend who is very bad at map reading. Use the map below.

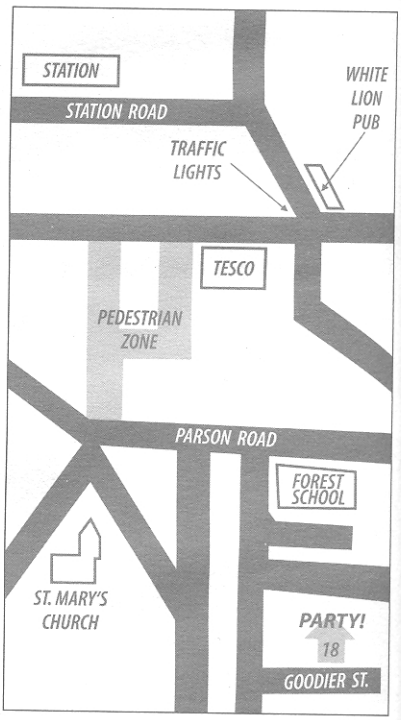
Your partner: You have been invited to your friend's home for a "flat-warming party". However, you have no idea how to get there from the station. *Ask for the directions.* Pretend that you are still not sure and ask for clearer directions. *Ask further questions to check* that you have properly understood your friend's directions. Use the map below.

☐ WRITING

✎ Writing a personal letter: description of a place *(opis miesta)*

Your family is going to have a Canadian exchange student living with you for a year. He has written to you to ask you more about your family. Now, he wants to know what your home is like because his country is very different and he has no idea what Slovak housing is like. Write an e-mail to him:

- *describe* where you live (the interior and exterior of your house/flat),
- describe which facilities are available,
- *give* 2 *reasons* why you are looking forward to meeting the student.



✎ Writing an essay *(písanie eseje)*

What considerations should people bear in mind when they decide to move from a flat to a family house? *Compare and contrast* the advantages and disadvantages of living in a flat to living in a house. (200–220 words)

5 FOOD



Tell me what you eat and I will tell you what you are.

Anthelme Brillat-Savarin

Eat breakfast like a king, lunch like a prince and dinner like a pauper.

Adelle Davis

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **eating manners**: meat-lovers, vegetarians, vegans, diet food, low-fat food, food rich in vitamins/fiber
- **savoury courses**: starter/appetiser/hors d'œuvre/entrée, main course, side dish, dessert, soup
- **types of food**: healthy food, fast food, junk food, take-away food, fresh food, frozen food, processed food, canned/tinned food, organic food, baby food, cat/dog/pet food
- **daily meals**: breakfast, snack, brunch, elevenses, lunch, teatime, dinner, supper
- **breakfast meals**: cereals, muesli, porridge, cornflakes, yoghurt, bread and butter, jam, honey, soft-boiled eggs, hard-boiled eggs, muffins, pancakes
- **brunch**: cheese, ham, sausages, frankfurters, fried egg, omelet, scrambled eggs, fried bacon, fried beans, pastries, quiche, cold seafood (shrimps, smoked fish), salads, soups, vegetable dishes, breadstuffs
- **beverages**: soft drinks: tap/sparkling/still water, juice, colas, squash, fizzy drink; *alcoholic beverages:* beer (ale, lager), wines, spirits, hot drinks: instant coffee, espresso, latte, cappuccino, cold drinks: milkshakes, Frappe, Iced coffee, mixed drinks: cocktails, punch, fizz
- **Slovak cuisine:** *kapustnica*: sauerkraut/cabbage soup, *bryndzové halušky*: gnocchi with sheep cheese, *lokše*: potato pancakes baked on a stove, *parené buchty s makom*: steamed jam-filled dumplings topped with butter and poppy seeds, *ryžový nákyp*: rice pudding, *žemľovka*: bread pudding
- **food establishments**: full-service restaurants, catering facilities, corporate dining, canteen, fast food restaurants, take-away, buffet (all you can eat), food delivery service; eating outdoors: picnic, barbecues
- **ways of cooking**: fry, boil, bake, roast, microwave, grill, steam, toast, simmer, poach, barbecue, sauté, stew, cook
- **food preparation procedures**: peel, slice, chop, crush, cut, add, blend, mix, sieve, pour, sprinkle, pre-heat, heat, brown, simmer, grate, cover, remove, stir, serve, bring to the boil, melt, strain, chill, freeze, turn out, crack, beat (eggs)
- **ingredients**: herbs, spices, seeds, oil, vinegar, mustard, ketchup, baking powder, soya sauce, salt, pepper, sugar, flour, sour cream, cheese, vegetables, fruits, nuts, candied fruits, vanilla pod, lemon rind
- **tableware**: cutlery (fork, spoon, knife, teaspoon, tablespoon, chop sticks...), crockery (plates, bowls), cookware (pan, frying pan, saucepan/pot), bakeware (cake pan, pie pan), drinkware (glass, tumbler, stein, cup, mug)
- **in a restaurant**: waiter/waitress, chef, cook, menu (à la carte), gourmet (*labužník, gurmán*), culinary art; to order, to complain, to pay, to leave a tip

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Why is food an important part of life?
2. Which foods do you consider healthy and which unhealthy?
3. What do you think of vegetarians?
4. Do you think young people care about the quality of the food they eat?
5. Are there any changes and trends in eating habits in Slovakia? Give examples.
6. What do you think of organic food (bio)? Why is it being promoted recently?
7. What different ways are there of cooking?
8. Have you ever tried to change your eating habits? How?
9. Do we eat to live or live to eat? Explain.
10. Which meals are typical examples of Slovak cuisine? How would you explain them to foreigners?

☐ TEXT

Read the text below in silence. Check the meaning of the words in bold and answer the questions below.

EATING HABITS – THE LATEST TRENDS AND CHANGES

Normally, we eat three times a day – we have breakfast, lunch and dinner. However, it is healthier to eat more often in smaller **portions**. Eating habits **depend on** people´s lifestyles. Busy managers do not eat regularly, young people often choose fast food, women who want to lose weight eat as little as possible and kids are often **fussy about their food.** We often read or hear about the importance of changing bad eating habits. We are **advised** to eat a lot of fruit and vegetables, food **rich in fibre** and **low-fat** products with no sugar or cholesterol. Many people think that too much fat may **cause diseases** such as diabetes and heart disease. Therefore, they drink more **skimmed milk**, prefer **wholemeal** or brown bread to white and eat less butter. They also **cut down on** meat or become vegetarians.

1. According to the text, why do eating habits depend on people´s lifestyles?
2. Which are the latest trends and changes in eating habits in Britain?

EATING HABITS IN SLOVAKIA

Slovaks usually have bread or a **bread roll** with jam for breakfast; some prefer **scrambled eggs** or **sausages.** Lunch is the main meal **consisting of** soup, a **main course** and a **dessert**. The majority of Slovaks are **meat-lovers**, they **go for pork**, **beef** or **poultry** with potatoes or rice. *Bryndzové halušky* (**gnocchi** with sheep cheese) **is considered** a Slovak traditional meal. Many Slovaks still grow their own vegetables and like to eat them as a **side dish** or main course. Hungarian **cuisine**, typically **spicy**, is quite popular in the

south of Slovakia. Italian cuisine, mostly pizza and pasta, has become very popular in our country. Some Slovaks prefer to go to Chinese or Thai restaurants. Schoolchildren and some people employed in companies or different institutions often have lunch in **canteens**. Businessmen often have lunch or dinner with their business partners in restaurants. Restaurants offer a daily menu **at special prices** during lunchtime. **Take-away pizza** is becoming a popular evening meal in Slovakia too, although most families prepare dinner themselves at home.

3. What do most Slovaks have for breakfast, lunch and dinner?
4. What other cuisines are popular in Slovakia?

EATING HABITS IN BRITAIN

The English usually begin the day with a cup of tea with milk or coffee. Traditional English breakfast starts with **cereals** – **porridge** or cornflakes. Porridge is prepared from **oats** and is very tasty and **nourishing**. This is sometimes followed by fried bacon and eggs or sausages with fried tomatoes, mainly at the weekend. However, nowadays most people prefer a lighter meal and just have cereal and a cup of tea or coffee, or have no breakfast at all. When they sleep longer than usual, they have **brunch**, which is an early lunch or late breakfast. In Britain, lunch is a **light meal** consisting of a warm **dish** (rarely soup) and a dessert or just sandwiches, some fruit, **pudding** or ice cream. Traditional English cuisine is normally only served for Sunday lunch mainly because it takes a long time to prepare. Beef, chicken or **lamb** are served with potatoes, vegetables and **gravy**. A **heavy** dessert normally follows, such as **apple crumble** or **apple pie** with **custard.** Dinner, the main meal in Britain, is served in the evening when all the members of the family are at home. Most dinners during the week are simple, often using **precooked** food with **frozen** vegetables, which can be quickly **heated.** Many supermarkets sell frozen "TV dinners" to be prepared in the **oven** or the microwave. Those people who want to eat at home without cooking, call a restaurant to order take-away food (pizza, **curry**, Chinese food, fish and chips). Some British people have a light **supper**, often cheese and biscuits and a glass of milk or a **mug** of cocoa before going to bed. In Britain, there have recently been great changes in eating habits. English favourites, such as sausages, fried eggs, bacon and **chips,** are now **on the decline**. Vegetarian food is **easily available** in British shops and supermarkets. Britain's food industry now also produces **tasty** low-fat food and organic food.

5. Describe a traditional English breakfast.
6. Why is dinner considered to be the main meal of the day in Britain? What is usually served for dinner?

EATING HABITS IN THE USA

It is very difficult to say what American people prefer for breakfast, lunch and dinner as many different ethnic groups live there. Many dishes considered typically American are **of foreign origin.** They were brought to America by Italian, Mexican, Greek, Turkish,

Chinese and other people. Typically, breakfast consists of eggs, toast, juice, fruit, coffee or tea. Many Americans, especially children, have cereals, **pancakes** or muffins for breakfast. Some people do **not** eat any breakfast **at all** but simply have a cup of coffee. Lunch usually consists of a sandwich, often a grilled cheese sandwich or a "BLT" – a bacon, **lettuce** and tomato sandwich. Fast food, such as hamburgers of various types, hot dogs and pizza, are also typically American and popular as food for lunch. Dinner is often the biggest meal of the day. Then, there is a dessert, such as apple pie, milkshakes, ice cream or fruit. Many Americans like to have lunch and dinner **"out"** – at snack bars, restaurants and hotels. They also use take-away services. During holidays and on special **occasions** Americans like to eat **outdoors** with their families or friends and have picnics and barbecues.

7. Why do eating habits differ throughout the USA?
8. What kind of food is popular for breakfast, lunch and dinner in the USA?

SOME BRITISH AND AMERICAN RECIPES

Crème caramel

Overall timing: 45 minutes. Serves 6 persons. **Ingredients**: 560 ml. milk, one **vanilla pod**, **lemon rind**, 4 eggs, 125 g sugar.

Preheat the oven to 180 °C. Put the milk, vanilla pod and lemon rind in a saucepan and **bring to the boil**. **Remove** and then lift out the vanilla pod and lemon rind.
In a bowl, **beat eggs** with half the sugar and gradually **pour** in the hot milk, **stirring constantly**. **Melt** the **remaining** sugar in a saucepan over a **moderate** heat till golden brown. Pour the mixture into six small **moulds** and turn them so the caramel **coats** the **bottoms** and sides. **Strain** the custard mixture into the moulds and place the moulds in a **roasting tin** half-filled with hot water. **Bake** for 45 minutes. **Allow** the moulds to cool and **chill** before **turning** them **out**.

Gingerbread

Overall timing: 1 hour and 30 minutes. Ingredients: 225 g **flour**, 1 **tsp** bicarbonate of soda, 1 tsp. (teaspoon) **ground ginger,** 126 g **golden syrup**, 75 g butter, 50 g brown sugar, 2 eggs, 2 tbsp. (tablespoon) milk.

Preheat the oven to 170°C. **Sieve** flour, soda and ginger into a bowl. Place the golden syrup in a saucepan with butter and brown sugar. Heat till melted. Beat the eggs and milk. Add the melted ingredients to the dry ingredients. Mix to a **thick batter**. Pour into a **greased square tin**. Bake for one hour.

9. Which of the recipes above would you like to try? Why?
10. Underline the words in both recipes that describe preparation and cooking procedures. For example: *preheat*... Discuss their equivalents in your language.

☐ VOCABULARY LIST

to advise – odporučiť
to allow – dovoliť
apple crumble [krʌmbl] – jablkový koláč s posýpkou
apple pie [paɪ] – jablkový koláč
to bake – piecť
to beat eggs – vyšľahať vajíčka
beef – hovädzina
bottom – spodok, dno
(bread) roll – rohlík
brunch (breakfast+lunch) [brʌntʃ] – neskoré raňajky, skorý obed
canteen [kæn'ti:n] – jedáleň, menza
cereals – cereálie
chips (BrE) – hranolky
coat – poleva
to consider – považovať
to consist of – skladať sa z
constantly – neustále
cuisine [kwɪ'zi:n] – národná kuchyňa, jedlá
curry [kʌrɪ] – indické pikantné jedlo
custard [kʌstəd] – vanilkový krém
to depend on – závisieť na
dessert [dɪz3:t] – dezert, zákusok
dish – jedlo
flour [flaʊə(r)] – múka
frozen – mrazený
fussy – úzkostlivý, stále nespokojný
gnocchi [njɒkɪ] – halušky
to go for – vybrať si
golden syrup [sɪrəp] – sirup s melasou
gravy – vývar, výpek
greased square tin [gri:sd] – vymastená štvorcová forma
ground ginger – mletý zázvor
to heat – zohriať
heavy – ťažko stráviteľný
to chill – vychladnúť
ingredient – ingrediencia, prísada
lamb [læm] – jahňacina
lemon rind [raɪnd] – citrónová kôra
lettuce [letɪs] – hlávkový šalát
light meal – ľahké jedlo
low-fat – nízkotučný
main course – hlavný chod
meat lover – milovník mäsa
to melt – roztopiť
moderate – mierny
mould [məʊld] – forma
mug [mʌg] – šálka, hrnček
nourishing – výživný
not at all – vôbec, úplne ne...
oat – ovos
occasion [ə'keɪʒn] – príležitosť
outdoors – vonku
out – mimo domova
oven [ʌvn] – rúra
pancake – palacinka
pork – bravčové mäso
porridge [pɒrɪdʒ] – kaša
portion – porcia
poultry – hydina
to pour – naliať
precooked – predvarený
to preheat – predhriať
pudding [pʊdɪŋ] – múčnik (AmE: puding)

rich in fibre [faɪbə(r)] – bohatý na vlákninu
remaining – zostávajúci, zvyšný
to remove – vybrať, odstrániť
roasting tin – plech na pečenie
sausage – klobása
scrambled eggs [skræmbld] – praženica
side dish – príloha
to sieve [sɪv] – preosiať, precediť
skimmed milk [skɪmd] – odtučnené mlieko
spicy – pikantný
to stir [st3:(r)] – miešať
to strain [streɪn] – zliať, scediť
supper – ľahká večera
take-away pizza – pizza so sebou
tasty – chutný
teaspoon (tsp.) – čajová lyžička
thick batter [bætə(r)] – husté cesto
to turn out – vyklopiť
vanilla pod – vanilkový struk
wholemeal – celozrnný

at special prices – za výhodné ceny
to bring to the boil – priviesť k varu
to cause diseases – spôsobovať choroby
to cut down on – znížiť príjem
easily available – ľahko dostupný
of foreign origin [forɪn] – cudzieho pôvodu
on the decline – na zostupe, klesať

Cooking Procedures

cooked – *všeobecný termín, upravené (nie surové)*
boiled – cooked in water, par-boiled – *predvarené*
fried (pan-fried) – cooked in oil on a pan
deep fried – cooked in oil in a deep pan *(napr. vo fritéze)*
baked – cooked without oil in the oven
roast (*napr.* roast beef; *nie* roasted) – cooked in oil in the oven
grilled – on a grill – *grilované*
sautéed – shallow quick roast

Potatoes

potato skins, jacket potato – a baked potato served with the skin on
AmE: French fries, BrE: chips (in high class restaurant: pommes frites) – *hranolky*
chips (AmE) = crisps (BrE) – *čipsy*

Types of Meat

pig – pork; cow – beef; calf *(teľa)* – veal *(teľacie)*; sheep – mutton *(jahňacie)*; deer *(jeleň, srnec)* – venison; wild boar *(diviak)*; rabbit *(králik – doma chovaný)* – hare *(zajac)*; game *(divina)*; poultry *(hydina)*

☐ VOCABULARY PRACTICE

Task 1 Try to categorise the following meals and drinks using a dictionary.

shrimp cocktail – couscous – coleslaw – beef – bruschetta – cheesecake – ale – caramel custard – fruit punch – pork – baked beans – squash – lamb – crudité platter with blue cheese dip – pastas – hot fudge sundae – cider – Scotch broth – cold cuts – poultry – French fries – venison – tap water – apple pie – poppy seed strudel

STARTERS/ hors d'œuvre (AmE: appetizers)					
TYPES OF MEAT					
SIDE DISHES					
DESSERTS					
DRINKS					

Task 2 Mime the following cooking steps and let your classmates guess which you are showing. Then, translate them into Slovak.

1. add salt
2. beat eggs
3. chop bacon
4. cut meat
5. grate cheese
6. peel onions
7. pour water
8. sprinkle with herbs
9. sieve flour
10. slice tomatoes

Task 3 Which of the following ways of cooking are used to prepare the following foods? There are more possible answers.

eggs, fish, cheese, cake, meat, potatoes

to fry – to boil – to bake – to roast – to microwave – to grill
to steam – to toast – to simmer – to poach – to barbecue – to sauté

Task 4 Match the words from the box with the definitions below.

FRYING PAN – KNIFE – MUG – POT – BOWL – SNIFTER – NAPKIN – PLATE – LADLE – FORK – TOOTHPICK – CHOP STICKS – STRAW – TABLESPOON

a) a type of cutlery used for cutting meat _____

b) a type of cup used for drinking hot beverages, such as coffee, tea and hot chocolate _____

c) a type of stemware used for serving brandy _____

d) eating utensils made of bamboo or plastic used for eating e.g. Chinese food _____

e) a type of spoon used for serving soup _____

f) a short plastic tube used for drinking beverages by sucking _____

g) a small wooden stick used for removing small pieces of food which get stuck between the teeth _____

h) a type of dishware used for serving meals _____

i) a cloth or tissue paper used for wiping the mouth after eating _____

j) a type of cutlery with a handle and three or four points used for picking up and eating food _____

k) a container used for soup, salad, cereals or ice cream _____

l) a type of cutlery used for eating soup or used for measuring when cooking _____

m) a deep metal container used for cooking soups _____

n) a flat metal container used for preparing e. g. pancakes _____

☐ LISTENING

Task 5 At a Restaurant

You are going to hear four dialogues in a restaurant. Decide whether the following statements are true (A), false (B) or whether the information was not given (C). Listen to the recordings twice.

CD 1 Track 10

1. **The customer made the reservation for tomorrow.**
   A (true) *B (false)* *C (not stated)*

2. **There was one table available in the restaurant.**
   A (true) *B (false)* *C (not stated)*

3. **The customer would like to see the menu first.**
   A (true) *B (false)* *C (not stated)*

4. **The waitress recommends an entrée.**
   A (true) *B (false)* *C (not stated)*

5. **None of the customers are interested in seafood.**
   A (true) *B (false)* *C (not stated)*

6. **Both customers will have the same meal.**
   A (true) *B (false)* *C (not stated)*

7. **Both customers will have the same dessert.**
   A (true) *B (false)* *C (not stated)*

8. **The customer prefers tap water to bottled water.**
   A (true) *B (false)* *C (not stated)*

9. **The customer leaves some extra money for the waitress.**
A (true) *B (false)* *C (not stated)*

10. **Both customers are vegetarians.**
A (true) *B (false)* *C (not stated)*

Task 6 Cabbage Soup

You are going to hear a recipe on a radio programme. Choose from A, B or C to answer questions 1–5.

CD 1 Track 11

1. **Which ingredients are NOT mentioned in the recipe?**
A) meat *B) flour* *C) whipped cream*

2. **Which cooking step precedes adding the cabbage?**
A) frying the meat *B) chopping the bacon* *C) heating the oil*

3. **What was NOT done with the bacon?**
A) it was chopped *B) it was fried* *C) it was boiled*

4. **Which side dish is the meal served with?**
A) bread rolls *B) a type of bread* *C) crisps*

5. **How long does it take to cook the soup?**
A) about two hours *B) more than two hours* *C) less than two hours*

☐ LANGUAGE IN USE

Task 7 Read the text below about eating trends among the young in Britain. Then, underline the appropriate word which best fits the context. There is only one correct answer. Follow the example.

Recently, there have been great changes [0] IN/AT eating habits in Great Britain especially among those who have realised that what you eat and its quality are extremely important. English favourites, such as sausages, fried eggs, bacon and chips, are now [1] ON/IN the decline. Many people think that too much [2] FAT/GREASE may cause [3] DISEASES/ILLNESSES such as diabetes, hypertension, osteoporosis and may increase the risk of cancer. Therefore, they drink more [4] LIGHT/SKIMMED milk, prefer wholemeal or [5] BROWN/BLACK bread to white and eat less butter. They also cut [6] OFF/DOWN on meat. The British eat a lot of fruit and vegetables, food rich [7] IN/FOR fibre and low-fat products with no sugar or cholesterol. Many young people in Britain are [8] BECOMING/

GROWING vegetarian, which means that they do not want to eat any kind of [9] MEAT/FLESH and fish. Vegetarianism may be [10] ADAPTED/ADOPTED for various reasons: health, spiritual, religious, ethical, cultural as well as [11] ECONOMIC/ECONOMICAL. The increasing popularity of vegetarianism among [12] THE/– young in Britain also stems from a rising awareness of environmental [13] CONCERNS/ISSUES. There are many types of vegetarians who can be differentiated between according [14] TO/ON what food they include or exclude. A vegan diet totally excludes [15] DAIRY/DIARY products, eggs and honey. Raw vegans believe [16] –/IN that the cooking process damages all important enzymes and nutrients and [17] FURTHEMORE/FAR that dangerous chemicals are produced. Nowadays, vegetarian food is easily [18] AFFORDABLE/AVAILABLE in British shops and supermarkets. [19] BRITAIN´S/BRITAIN food industry now also produces more tasty low-fat food which is unsurprisingly more expensive than [20] –/THE junk food.

(Adapted from http://en.wikipedia.org/wiki/Vegeterianism)

Task 8 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: Broccoli sprouts are 3 to 4 day old broccoli plants which have a high quality of [0] numerous vitamins, minerals and phytochemicals which act as antioxidants in human body. — 0. NUMBER

As a result, they are unsurprisingly the subject of hundreds of research studies that are made [1]_____ examining potential of plant [2]_____ to prevent cancer. After analysing 50 different [3]_____ of broccoli, John Hopkins University [4]_____ discovered that 15 of the strains produced seedlings with extraordinarily high [5]_____ of an anticancer agent. The sprouts have a mildly [6]_____ flavour which should make them more palatable than fully-[7]_____ broccoli, especially when sprinkled on sandwiches and salads. [8]_____, you won't find them at your local health-food store – not yet, anyway. [9]_____ caution do-it-yourselfers against trying to grow their own sprouts. Most broccoli seeds are [10]_____ in fungicides and pesticides, and should not be eaten when they are small.

1. YEAR
2. NUTRITION
3. VARIED
4. RESEARCH
5. CONCENTRATE
6. SPICE
7. GROW
8. FORTUNE
9. SCIENCE
10. SOAK

(Adapted from Time: Gorman, C.: Power Sprouts, p. 154)

READING

Task 9 Read the text below about Junk Food and its effect on the brain. Based on the text, fill in the gaps with one or two missing words.

JUNK FOOD IMPAIRS THE BRAIN

Researchers at the Baycrest Centre for Geriatric Care have discovered that fat-rich diets are not only bad for your heart but may also impair essential brain functions like concentration and memory. The researchers compared the cognitive function of rats on a high-fat diet (similar to what humans consume if they do not eat nutritiously) with rats on lower fat laboratory chow. After three months, the rats on the high-fat diet showed severe impairment on a wide range of learning and memory tasks relative to those animals that consumed the lower fat diet. The research also showed that giving glucose to the high-fat rats significantly improved their memory. "Our brain needs glucose – essentially energy – in order to function," said Nutritional Sciences Prof. Carol Greenwood and one of the authors of the study that appears in the March issue of the journal *Neurobiology of Learning and Memory*." When glucose metabolism is impeded by saturated fatty acids, it's like clogging the brain and starving it of energy." Interestingly, say the researchers, glucose injections into the high-fat rats seemed to work selectively on the hippocampus, the part of the brain that is critical for normal memory function. "But we shouldn't fool ourselves into thinking that glucose from a glass of orange juice is all we need to protect our brains from clogging up from a high-fat diet," added one of the study's co-authors, Psychology Professor Gordon Winocur who is also a senior scientist at Baycrest's Rotman Research Institute. The researchers hope these findings will make people reconsider modern diets that are high in fat and protein and low in carbohydrates. "From a cognitive perspective, that's probably not an ideal diet," said Greenwood, a scientist at Baycrest's.

(Adapted from University of Toronto: de Sousa, S.: Junk Food Impairs Brain: Study)

According to some [1] _____ **(1 word)**, eating junk food has a negative impact on our health, especially on our heart and brain functions such as concentration and [2] _____ **(1 word)**. The scientists studied the effects of eating junk food on rats. Some rats were put on a [3] _____ _____ **(2 words)** and some rats were given a lower-fat diet. After three [4] _____ **(1 word)** of research being conducted, the connection between food quality and brain [5] _____ **(1 word)** became evident. The rats on high-fat diets suffered an impaired memory and showed poor learning functions. However, after giving them some [6] _____ **(1 word)**, their memory functions significantly improved. Researchers say that saturated [7] _____ _____ **(2 words)** have a negative effect on the brain since they act as energy users rather than

energy providers. Therefore a glass of [8] _____ _____ **(2 words)** would not provide the essential amount of glucose needed for the effective functioning of the brain if we do not give up eating junk food. These findings might provoke us to [9] _____ **(1 word)** modern diets rich in fat and protein and low on carbohydrates. Greenwood says, there is no [10] _____ _____ **(2 words)** from a cognitive perspective.

Task 10 **Read the text below about the origin of pizza and decide whether the statements are true or false. For each statement also write a letter A–E of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once.** 8

WHAT´S THE ORIGIN OF PIZZA?

A	Pizza, as we know it today, is flat dough covered with a tomato base and toppings of various kinds. Its origins go back to medieval times when pizza dough was a baker´s tool for checking the temperature in his/her oven. For a long time, it was considered to be a dish of the poor, often sold from open-air stands at any time of day.
B	Until the 16th century, tomatoes were absent from European menus. It was widely believed that they were poisonous and therefore they were grown only for decorative purposes. However, the peasants of Naples started using tomatoes in their dishes and in pizzas too. Later on, pizza gained in popularity among the local aristocracy too. Visitors to Naples searched for the poorer areas of the city to try the local speciality.
C	Pizzeria Port´Alba in Naples is regarded as the city´s first pizzeria. Thanks to its oven fired by volcanic rock from Mount Vesuvius, the best pizza was made there. In 1738 it started selling pizzas for peddlers and later, in 1830, it became a pizza restaurant with chairs and tables.
D	In 1889 Umberto I, King of Italy and his wife, Queen Margherita di Savoia, while holidaying in Naples, invited the most famous pizzaiolo in the area, Raffaele Esposito, to offer his specialities. He prepared three types of pizza. One of them contained the three colours of the new Italian flag (with the red coming from tomatoes, the green from fresh basil and the white from mozzarella). The Queen liked it so much that she wrote a "thank you letter" to the pizzaiolo who decided to dedicate this pizza to the Queen and named it "Pizza Margherita".
E	Pizza in Naples is taken very seriously. Despite many popular and regional varieties, there are only two true types of pizza accepted by Naples purists. The first one is Pizza Margherita, the other is Pizza Marinara, which is the older of the two. It has a topping of tomato, oregano, lots of garlic, and extra virgin olive oil. It is named after a seaman's wife who prepared this type of pizza for her husband fishing in the Bay

of Naples. "The True Neapolitan Pizza Association" has set very specific rules for authentic Neapolitan pizza preparation. Nowadays, these traditional pizzas can be found in pizzerias in the ancient historical centre of Naples.

(Adapted from http://en.wikipedia.org/wiki/history-of-pizza)

1.	**Originally, pizza was sold as a take-away food.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
2.	**Pizza became a local speciality in the richer parts of Naples.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
3.	**In the past, pizza was a meal for people who had little money.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
4.	**Tomatoes were introduced as edible vegetables by poor Neapolitans.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
5.	**The "True Neapolitan Pizza Association" accepts all popular and regional varieties of pizza.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
6.	**The origin of pizza Marinara is also connected with the story of Queen Margherita di Savoia.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
7.	**Pizza Margherita was named after the most famous pizzaiolo in Naples.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
8.	**The first pizzeria in Naples gained in popularity due to its special oven.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐

☐ REVIEW

Task 11 What is the difference in meaning between the following words?

a) fast food/junk food/take-away food
b) mashed potato/smashed potato
c) cook/cooker
d) recipe/prescription/receipt
e) dinner/supper
f) soup/soap
g) brunch/lunch
h) whipped cream/sour cream
i) dish/meal/food
j) pastry/pasta
k) crisps/chips
l) chicken/kitchen
m) dessert/desert
n) biscuits/cookies/crackers
o) cake/pie
p) still water/sparkling water/tap water

Task 12 **When would the following idioms be used? Match column A with column B to make idiomatic pairs.**

A) USAGE	B) "FOOD" IDIOMS
1. when I´m is very hungry	a) It´s not my cup of **tea**.
2. when two totally different things are compared	b) I´d like to propose a **toast**.
3. when I don´t like (doing) something	c) Don´t cry over spilt **milk**.
4. when it´s too late to worry about something	d) Take it with a pinch of **salt**.
5. to get excited over something	e) Too many cooks spoil the **broth**.
6. when too many people are involved in doing the same activity and they make mess of it	f) It is a piece of **cake**.
7. when a place is overcrowded	g) To be packed like **sardines**.
8. when someone raises a wine glass at some formal occasion and wishes luck or thanks somebody	h) These are **apples** and **oranges**.
9. when someone can do something easily	i) To go **nuts**.
10. not to believe everything that is said	j) I could eat a **horse**.

Task 13 **Read the list of different types of restaurants. Search on the Internet and find out the differences between them regarding possible customers, types of meals, service and price. Are there any of these restaurant types in your area? What are they called? Which do you usually go to? Why?**

a) fast food restaurants
b) family style restaurants
c) pubs
d) all-you-can eat buffets
e) cafés
f) fine dining restaurants
g) bistros
h) cafeterias
i) take-away restaurants

☐ CULTURE CORNER

In high class restaurants, French names of meals are often used:

- starter — hors d´oeuvre /hór dóvr/
- spicy — piquant /pikán/
- mushrooms — champignons /šampiňons/
- French fries/chips — pommes frites (pom frits)
- steak — escalope (eskalop)

The most common mistakes menus in English in Slovak restaurants are:

	✔	✘
teplé nápoje	hot drinks	warm drinks
kuracie soté	sautéed chicken	chicken sauté
príloha	side dish/side order	garnish
(šunková) pena	mousse	foam, mouse
na víne	cooked in wine	cooked on wine
bylinkový čaj	herbal tea	herb tea
bylinkové maslo	herb butter	herbal butter
likér	liqueur (likér)	liquor (tvrdý alkohol)
slovenská kuchyňa	Slovak cuisine	Slovak kitchen

Meat meals:

- Stroganoff – meat cut into stripes and cooked in a sour-cream sauce
- sirloin (*sviečková*)
- Chateubriand – a thick fillet of beef steak
- Schnitzel – (*vyprážaný*) *teľací rezeň,* steak – *rýchlo pečený, najmä hovädzí,* escalope (in a high-class restaurant), cutlet (with the bone)

Desserts /di´zə:t/ (*nie* desert /dezət/ – *púšť*):

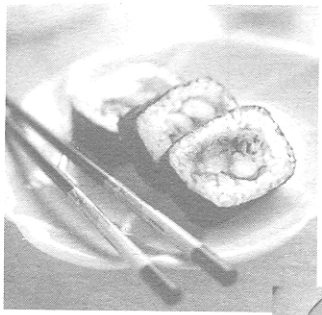
- *keks, sušienka*: BrE: biscuit, AmE: cookie
- pudding: BrE: *múčnik (posledný chod),* AmE: *puding*

Words used in English menus from other languages:

- *French*: hors d'oeuvre /hór dóvr/, paté, sauté /soté/, crêpes /krep/, chateaubriand /šatóbrian/, champagne /šampaň/, canapé /kanapé/ (obložený), à la..., mousse /mus/, omelette, soufflé /suflé/, flambé, béchamel /bešamel/, chambré /šambreé/ (víno izbovej teploty), pommes frites /pom frits/, quiche /kiš/ (egg pie), crudités /krudité/ (raw vegetables dipped in a dipping sauce), Cordon bleu /kordon ble/ – of the highest class
- *German*: schnitzel (vyprážaný rezeň obaľovaný), Knäckebrot (AmE: rye crisps), Sauerkraut, strudel
- *Italian*: Parmesan, gnocchi, risotto, macaroni, spaghetti, pizza, tiramisu...
- *Spanish*: paella, tortilla...
- *Hungarian*: goulash, halászlé...
- *Arabic*: couscous...
- *Russian*: Stroganoff, vodka...
- *YOUR EXAMPLES*: _____

☐ SPEAKING

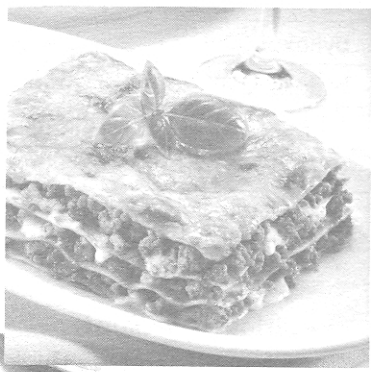
A **Look at the different types of meals below. Which countries are they typically found in? Can you name them? If not, describe them by examining the pictures. Which of them is/are popular in your country? Could you prepare any of the following meals on your own?**



A



B



C



D

B **Talk about the eating habits of the young.**

- **Talk about:**
  - the food the young usually have for breakfast/lunch/dinner,
  - young people´s favourite types of food,
  - the pros and cons of fast food restaurants,
  - eating disorders that some young people have (bulimia, anorexia).

C Simulation

Which meal would you prepare for your boyfriend/girlfriend if you wanted to surprise him/her? Which ingredients would you need for the meal? *Explain* how you would prepare the meal and serve it. If you need any help deciding, some meals are listed below.

Hot Dogs – Vegetable Salad – Pancakes – Chicken Soup – Spaghetti Bolognese

Pozri ukážku tejto odpovede na DVD: E. Simulácia (a návod v Knihe 2).

D Role-play "UNSATISFIED CUSTOMERS"

You: You are having dinner in an expensive restaurant with your parents. Unfortunately, there are some problems. *Complain* to the manager of the restaurant about the quality of the food, service and waiting time. Your parents are not willing to pay for the food.

Your partner: You are the manager of an expensive restaurant. Some guests are complaining about the food, service and waiting time. They even refuse to pay for the food. *Apologise* to them and charge them only for the drinks they have ordered.

☐ WRITING a letter of apology

(písanie formálneho listu – ospravedlnenie)



You are the owner of a grocery store. You have recently received a letter of complaint written by an unsatisfied customer. Read it and explain why the customer is complaining. Write a reply: *apologise* on behalf of the company expressing your concern and say what action you would take.

Dear Sir,

I am writing to express my concern about some milk I purchased from your store last week. When I opened it at home, I found it was not fresh. It goes without saying that if I had given the milk to my children before tasting it, it could have resulted in serious harm to their health.
Before taking this matter any further, I would welcome your comments.

Yours faithfully,
R. Deakin.

6 SHOPPING



The quickest way to know a woman is to go shopping with her.

Marcelene Cox

If men liked shopping, they'd call it research.

Cynthia Nelms

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **reasons for shopping:** favourite/pleasant/enjoyable activity, waste of time, useless, necessity, hunting for bargains
- **trading activities:** to do the shopping, to buy, to purchase, to negotiate the price, to haggle over a price, to queue, to stand in a line, to go on a shopping trip, to go on a shopping spree, to go window shopping, to run a shop, to sell, to retail, to wholesale
- **people in trade:**
  – shop assistant, retailer, wholesaler, cashier
  – customer, bargain hunter, window shopper
- **ways of shopping:** *direct sale*: market, small specialised shops, large shopping centres, *indirect sale*: mail order, door-to-door selling, hire purchase, catalogue sale, online sale
- **ways of payment:** in cash, by bank card (credit card/debit card), by cheque (AmE: check), hire purchase (in instalments), electronic forms of payment (Internet banking), direct bank transfer, postal payment, invoice
- **prices:** expensive, unbelievable, it costs a fortune, costly, reasonable, affordable, cut, half, full, reduced, low (decreased), high (increased)
  – prices go down/fall, drop in prices
  – prices go up, rise in prices
- **in the shops (AmE: stores):** cash desk, shopping cart, shopping basket, shopping bag, shopping list
- **goods**: out of stock, warehouse, in short supply, price-tag, care label, on sale, clearance
- **small specialised shops:** grocer's, baker's, ironmonger's, butcher's, stationer's, greengrocer's, corner shop, bookshop, shoe shop, boutique, clothes shop, shoe shop, gift shop, chemist's (AmE: drugstore), DIY stores, pet shop, delicatessen, coffee shop, off-licence, tobacconist's, confectioner's, gift shop, junk shop, toy shop, newsagent's, florist's
- **larger shopping centres**: supermarket, department stores, hypermarket, shopping malls, chain stores
- **other ways of shopping:** mail order, door-to-door selling, hire purchase
- **customers´ preferences:** personal contact with shop assistants, fresh foodstuffs, a wide choice of goods, reasonable prices, sales, bargains, everything is under one roof, free parking, shopping bags for free, payment by credit card
- **advertisements (adverts/ads):** intention, potential customers, consumers, promoting goods and brands
- **market:** exported and imported products, domestic goods, offer and request, supporting your/one´s own economy, credit crunch, financial crisis

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Is shopping a pleasant activity or a waste of time for you? Explain.
2. What kind of shops are there in the area where you live?
3. What kinds of shops do you like going to? Why?
4. Are you thrifty or a big spender? Explain.
5. How often do you buy clothes?
6. Do you ever buy things via the Internet? Why?
7. What is the most expensive thing you have ever bought? Was it worth it?
8. Can people become addicted to shopping?
9. Given the choice, would you rather buy imported or domestic products? Why?
10. Is it common in your country to haggle over a price when shopping?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

WAYS OF BUYING AND SELLING

Shopping is an activity that is enjoyed by many people. There are also people who hate shopping and say that it is a **waste of time**. Love it or hate it, shopping is necessary to buy the things you need.

Apart from **direct sale**, it is also gradually becoming popular to buy goods by **mail order**. This includes buying things through a catalogue or **via** the Internet. Slovaks mostly use the Internet to buy books, electronics, clothes as well as products that they cannot find in shops. **Door-to-door selling** is less popular in our country. More and more people get things by **hire purchase**, which means that they only pay a part of the **required amount of money** for the goods they have chosen and afterwards pay regular **instalments.** Otherwise, we can **pay** for goods and services **in cash** or **by bank card. Paying by cheque** (AmE: checks) is still the most popular form of payment in the USA. However, it is very **rare** in Europe since it was replaced by electronic forms of payment and **direct bank transfers. Postal payment** in Slovakia is gradually **disappearing.**

1. What ways of buying and selling are mentioned in the text above?
2. How can we pay for goods?

SMALL SPECIALISED SHOPS

There are many kinds of shops **ranging** from large **shopping malls, department stores** and supermarkets to small **specialised shops,** such as **a grocer's, a baker's, an ironmonger's, a butcher's, a stationer's, a greengrocer's, a chemist's,** a bookshop, a shoe shop and a boutique. A **grocery store**, more often called a corner shop, can be found locally in most towns and cities. It sells a wide variety of foodstuffs. They also have dairy products, such as milk, butter, cream, cheese and yoghurts. They normally sell newspapers and magazines as well. Fresh bread, **rolls**, **buns** and **pastries** can be bought at a baker's. Butchers sell meat including pork, **beef, lamb**, **poultry**, **venison**, **mutton**, smoked ham, sausages and **frankfurters**. People who like gardening and doing some do-it-yourself work around the house frequently need some **hardware.** They can go to an ironmonger's to buy **hammers**, **pliers, nails**, **saws**, axes and other **tools** and materials. Larger hardware shops are called DIY stores. Writing paper, wrapping paper, **envelopes**, notebooks, pens, pencils, **scissors**, **crayons**, **glue,** rubber and **rulers** are sold at stationer's shops. Fresh vegetables and all kinds of fruit can be bought at a greengrocer's. Many people prefer shopping at the market, where they can **haggle over a price**. A chemist's is a specialised shop where people can buy medicines. In Britain, a chemist's also **sells** cosmetics and toiletries, such as make-up, **shaving-cream**, **razor blades**, shampoo, soap and toothbrushes. **Boutiques** sell dresses, shirts, skirts, blouses, pullovers, trousers, sweaters, cardigans, jeans and also **stockings** and **scarves**.

3. What kinds of specialised shops are mentioned by the writer?
4. What kind of products are sold in corner shops?

LARGE SHOPPING CENTRES

A supermarket is a large **self-service** grocery shop. It also sells some other products such as clothes or **household appliances**. **Chain stores** are shops with **branches** all over the country owned by one company. The most popular British chain stores are *Marks&Spencer, H&M* and *Next* which sell clothes and fashion accessories at quite **affordable** prices. Department stores are large buildings, usually several storeys high. They have many departments which offer their customers all kinds of foodstuffs, clothes, shoes, toys, sporting goods, **leather goods**, cleaning supplies and cosmetics, household appliances, books and **furniture** all under one roof. The world-famous department stores **include** *Selfridge´s* and *Harrods* in London and *Macy's* in New York. A hypermarket is a big store which combines a supermarket and a department store. A wide variety of products are sold under one roof, such as clothes, household appliances and furniture. These days, a lot of Slovaks do their weekly shopping in a hypermarket. Hypermarkets are usually situated outside cities and are **surrounded** by large car parks. Some are even open 24 hours a day, 7 days a week – 24:7. A shopping mall is a large indoor shopping centre that **contains** many different types of stores. These shops are often open for much longer hours, including evenings and Sundays. Shopping malls have **cafés,** snack bars or restaurants, where people can relax when they are tired of shopping. They also have

cinemas, wellness centres and children's **play areas,** where children can play while their parents do the shopping.

5. Which types of large shopping centres are mentioned by the writer?
6. What are the most popular British chain stores?

ADVERTISING GOODS AND PRODUCTS

Nowadays more and more customers prefer shopping in hypermarkets, department stores or shopping malls to shopping in small specialised shops. It is very difficult for small specialised stores to **compete** with them and that is why a lot of small shops close down as a result. People who prefer small shops say that the goods are fresher (if they are food products), and the contact with the **shop assistants** is much more personal. They also do not spend too much time shopping. **On the other hand**, big stores have a **wider choice** of goods, usually at cheaper prices. People often buy things **in a sale** to save money. Big shopping centres are often **criticised** because they **encourage** a **consumer society – extensive advertising** and media influence. They produce so-called shopaholics who cannot **resist** spending money and often buy things that they do not need. **Commercial advertisements** are **intended** to **persuade** potential customers to **purchase** a particular **brand**. This is achieved by regular repetition of the product's name, brand and supposed qualities to influence the **minds** of consumers. **Promoting goods** is done via media, such as newspapers, magazines, radio, television, the Internet and by mail.

7. Why are large shopping centres often criticised?
8. What are the advantages and disadvantages of shopping in small specialised shops and in large shopping centres?

IMPORT – EXPORT

Slovakia imports a lot of products from different countries from all over the world and exports mainly **vehicles**, **machinery**, electrical **equipment**, metal, chemicals and plastic. Slovak customers are encouraged to buy **domestic products** which are often of better quality than imported ones and available for **reasonable** prices. Buying domestic products has a positive effect on **supply** and **demand** in our market which supports our own economy.

9. Which products does Slovakia export to different countries?
10. Why should we purchase domestic products rather than imported ones?

☐ VOCABULARY LIST

affordable [ə´fɔ:dəbl] – prijateľný
baker's – pekáreň
beef – hovädzina
boutique – butik
branch – pobočka, filiálka
brand – značka
bun [bʌn] – žemľa
butcher's [bʊtʃəs] – mäsiarstvo
café [kæfeɪ] – kaviareň
chain store [tʃeɪn stɔ:] – obchodný reťazec
chemist's – lekáreň, drogéria
commercial advertisement [kəm3:ʃl əd'v3:tɪsmənt] – komerčná reklama
to compete with [kəm'pi:t] – konkurovať
consumer society [sə'saɪətɪ] – konzumná spoločnosť
to contain – obsahovať
crayon [kreɪən] – pastelka
demand – dopyt
department store – obchodný dom
direct bank transfer – priamy bankový prevod
direct sale – priamy predaj
to disappear – zmiznúť
domestic product – domáci výrobok
door-to-door selling – podomový predaj
to encourage – povzbudiť
envelope – obálka
equipment – vybavenie, zariadenie
extensive advertising [ɪkstənsɪv ædvətaɪzɪŋ] – rozsiahla reklama
frankfurter – párok
furniture – nábytok
glue [glu:] – lepidlo
greengrocer's – obchod so zeleninou a ovocím
grocer's – potraviny
grocery store – obchod s potravinami
hammer – kladivo
hardware – železiarsky tovar
hire purchase [haɪə pɜ:tʃəs] – kúpa na splátky
household appliance [haʊshəʊld ə'plaɪəns] – domáci spotrebič
to include – zahrňovať
instalment – splátka
to intend – určiť, venovať
ironmonger's [aɪənmʌŋgəz] – železiarstvo
lamb [læm] – jahňacina
leather goods – kožený tovar
machinery – stroje
mail order – zásielkový predaj
mind – myseľ
mutton [mʌtən] – baranina
nail – klinec
pastry [peɪstrɪ] – pečivo
to persuade – presvedčiť
play area – priestor na hranie
pliers [plaɪəz] – kliešte
poultry [pəʊltrɪ] – hydina
postal payment – poštová platba
to purchase [pɜ:tʃəs] – kúpiť
to range – byť v rozmedzí
rare [rɜə] – zriedkavý
razor blade [reɪzə bleɪd] – žiletka na holenie
reasonable – rozumný
to resist – odolať
roll – rohlík
roof – strecha
ruler – pravítko
saw [sɔ:] – píla
scarf (pl. scarves) – šatka, šál
scissors [sɪzəs] – nožnice
self-service – samoobsluha
shaving-cream – pena na holenie
shopping mall – nákupné centrum
specialised shop (AmE: specialized) [speʃəlaɪzd] – špecializovaný obchod
stationer's [steɪʃənəz] – papiernictvo
stockings – pančuchy
supply [sə'plaɪ] – zásoba
surrounded (by) – obklopený
tool [tu:l] – náradie
vehicle [vi:ɪkl] – auto, dopravný prostriedok
venison [venɪsn] – jelenie mäso
via [vaɪə] – prostredníctvom
waste of time – strata času
wider choice (of) – širší výber

to haggle over a price – zjednávať cenu
in a sale – vo výpredaji
on the other hand – na druhej strane
to pay by bank card – (za)platiť kartou
to pay by cheque – (za)platiť šekom
to pay in cash – (za)platiť v hotovosti
to promote goods – propagovať tovar
required amount of money – požadovaná suma peňazí

☐ VOCABULARY PRACTICE

Task 1 Which specialised shops sell the following goods?

greengrocer's – ironmonger's – ~~corner shop~~ – shoe shop – gift shop – tobacconist's – clothes shop – chemist's – off-licence – bookshop – pet shop – confectioner's – butcher's – baker's – florist's – delicatessen – – stationer's – junk shop – coffee shop

Example: flour, oil, eggs, sweets, coffee, yoghurt corner shop

1. doughnuts, buns, rolls, bread, muffins, bagels _____
2. sausages, bacon, frankfurters, pork, lamb _____
3. beans, lettuce, pineapples, tomatoes, cabbages _____
4. staples, pencils, glue, stickers, envelopes _____
5. body lotion, soap, films, pain killers, razors _____
6. nails, hammers, saws, pipes, hooks, axes _____
7. boots, slippers, socks, shoe laces, insoles _____
8. cardigans, skirts, blouses, scarves, dressing gowns _____
9. cigarettes, matches, cigars, pipes, lighters _____
10. beer, champagne, crisps, lemonade, wine _____
11. aquaria, gerbils, fish food, mice, spiders _____
12. salami, bagels, pâté, cooked meat _____

Task 2 Match shop assistant's questions with customer's answers.

A		B
Example: Hello. May I help you?	a	a) Hello. I'm looking for a blouse.
1. Is it OK?	___	b) It's 50 €.
2. Do you like it?	___	c) Navy blue, please.
3. Shall I get you something else?	___	d) By credit card, please.
4. How much is it?	___	e) Well, I don't know. I am not used to stripes.
5. How do you want to pay?	___	f) I think I am a 38.
6. Do you want to try it on?	___	g) Yes, please. Where are the fitting rooms?
7. What colour would you like?	___	h) Yes. It's just my size. It fits me well.
8. What size are you?	___	i) No, thanks. That's all.
9. Are you looking for something specific?	___	j) I'm afraid we don't.
10. Do you have this T-shirt in red?	___	k) Yes. I'd like to get a jumper that would match these trousers.

☐ LISTENING

Task 3 New Mobile Phone

You are going to hear a conversation in a mobile phone shop. Decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

CD 1 Track 12

1. **The shop assistant offers the customer a 12-month contract for fifteen pounds a month.**
   A (true) *B (false)* *C (not stated)*
2. **The shop assistant thinks that the customer needs a simple model.**
   A (true) *B (false)* *C (not stated)*
3. **The customer is buying a new mobile phone with her father.**
   A (true) *B (false)* *C (not stated)*
4. **A handsfree kit and a detachable camera are not included in the price.**
   A (true) *B (false)* *C (not stated)*
5. **The customer will buy the latest model of the TX100 mobile phone.**
   A (true) B (false) C (*not stated*)

6. **The user of the new mobile phone will not make calls for more than 20 minutes.**
   A (true) B (false) C (*not stated*)

7. **The shop assistant thinks that the package is for a very reasonable price.**
   A (true) B (false) C (*not stated*)

Task 4 Buying a Car

You are going to hear a conversation between a car salesman and a customer looking for a car. From suggestions 1–6, select the correct answer. Listen to the recording twice.



1. **The customer wants to buy:**
   A) a family car.
   B) a petrol car.
   C) a sporty car.

2. **The customer does not like the high price of the:**
   A) Renault.
   B) Peugeot.
   C) Jaguar.

3. **The shop assistant does not recommend Renault because he thinks that:**
   A) it is a bad car.
   B) it is not reliable.
   C) it is too expensive.

4. **The customer needs to get:**
   A) two people in the car.
   B) three people in the car.
   C) four people in the car.

5. **The shop assistant thinks that Renault's new model is:**
   A) not too expensive.
   B) very expensive.
   C) not cheap.

6. **The customer is interested in:**
   A) reliable cars.
   B) cheap cars.
   C) big cars.

☐ LANGUAGE IN USE

Task 5 Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.

Example: **A:** Good morning. I'd like [0] *to rent* **(rent)** a car, please.

B: Certainly, which car would you like [1] _____ **(hire)**?

A: I'd prefer [2] _____ **(drive)** a bigger car.

B: Are you [3] _____ **(use)** bigger cars?

A: Yes I [4] _____ **(use)** driving them in England when I had a Jaguar. When I [5] _____ **(move)** to Slovakia, I had to have my car [6] _____ **(sell)**.

B: Jaguars are wonderful cars, but unfortunately we don't have any for hire here. I wish we [7] _____ **(do)**, but there really isn't a market for them. Have you driven on the right before?

A: Yes, that's not a problem for me. I [8] _____ **(find)** it quite difficult when I first came here, but I [9] _____ **(drive)** here enough in the past six months not to worry about it now.

B: We have a Silver Mercedes which [10] _____ **(book, not)** yet. Would you like that one?

Task 6 Circle the words or phrases which fit in the text below. Follow the example.

I hate shopping in huge supermarkets, although [0](LOTS OF)/MUCH people enjoy doing it. Recently, [1]A FEW/FEW new supermarkets have been built in my area. It took no time to build them. It must have cost [2]MANY/LOTS OF money. Nowadays, [3]A FEW/FEW people have time to shop elsewhere. Whenever I went there, I spent too [4]MUCH/FEW time there. Once I met some friends of mine who were buying [5]LOT OF/LOTS OF junk food. I wonder how [6]MANY/LOTS OF people go here and how [7]MUCH/MANY shopping they do. Last weekend, I needed to buy [8]A FEW/FEW cooking ingredients, just a dozen eggs for a cake. I went to the supermarket. There were [9]MANY/A LITTLE cars parked there, so I knew that there would be [10]FEW/LOTS OF shoppers. I realised that I also needed some other things: [11]A FEW/FEW yoghurts, a bag of apples and some other bits and pieces. I spent

[12]MANY/LOTS OF money there and I wasted too [13]LOTS OF/MUCH time. I left the shop with [14]LITTLE/FEW money and energy.

☐ READING

Task 7 Read the text about Christmas shopping. Based on the text, fill in the gaps with one missing word in the summary provided.

Christmas is said to be a time of peace. Everybody finds their own meaning within it. Some people look forward to the Christian spirit of Christmas, others to eating delicious food, watching television and simply relaxing. However, the pre-Christmas period is not very peaceful. People seem to go crazy buying presents for their friends and families.

All the retailers push their goods in different ways – through TV commercials, magazine adverts or on billboards. It is especially difficult for parents of young children. In the months before Christmas adverts tell the kids exactly what they should ask for from Father Christmas. Loaded with all these "suggestions", parents hurry out to spend their hard-earned money, knowing that there will be tantrums if they fail.

Supermarkets are flooded with Christmas decorations, toys and clothes. Stocks are brought in from warehouses in the constant rush to keep the shelves stocked. Everything sells well, even if the quality isn't high. Some people don't care. They will buy any old junk if the price is good enough.

Of course, there is an alternative to these shops – Christmas fairs. There are still crowds of people, but there is also a special Christmas atmosphere and you can haggle over prices there. And you usually manage... because it is Christmas.

The time before Christmas is not [1]_____ (**1 word**). Christmas time has [2]_____ (**1 word**) sense for Christians, while others look forward to [3]_____ (**1 word**) tasty meals and relaxing. Retailers [4]_____ (**1 word**) their goods through advertising. Adverts tell [5]_____ (**1 word**) what to ask for from Father Christmas. Parents spend their money on "suggested" presents from the adverts to avoid their children´s [6]_____ (**1 word**). [7]_____ (**1 word**) are stocked with goods which are constantly delivered from warehouses. People don´t mind buying goods of [8]_____ (**1 word**) quality. Christmas markets are full of people who want to experience a Christmas [9]_____ (**1 word**). [10]_____ (**1 word**) can be easily negotiated there because it is Christmas.

Task 8 Read the following text about Gap´s stores. Decide whether the following statements 1–10 are true or false. Write the letter (A–E) of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once. 8

A	Gap´s stores provide you with a wide range of services. Changes, returns and exchanges are for customers who would like to be refunded for unwanted goods or who have decided to change the colour, size or style of their garments. If you are not happy with the merchandise purchased in our subsidiaries, this is how you can deal with it: unwashed, unworn, or defective merchandise may be returned at any time, unless it was not purchased for final sale.
B	Items may be returned for any other reason within 14 days after the date of purchase for a merchandise exchange or a full refund based on the original form of payment. A cheque will be issued for items paid for by cheque. Please present a valid photo ID to receive a cheque by mail. A gift receipt does not serve as an original receipt.
C	At gap.com we don't just stand behind our merchandise. We also do our best to provide a safe and convenient online shopping experience. That means we safeguard the integrity of our customers' credit card information. If your credit card or debit card (hereafter "credit card") is used in an unauthorised manner on our site (as determined by your credit card company), we will cover whatever amount your credit card company doesn't – up to $50.
D	If you're not quite comfortable shopping online, or would prefer to make your purchase via telephone, just give us a call at 1-800-GAP-STYLE, option 1. Our Customer Service representatives are standing by 24 hours a day, seven days a week. They'll be happy to take your gap.com order right over the phone.
E	Gap Online values its customers and respects their privacy. We collect customer information in an effort to improve your shopping experience and to communicate with you about our products, services, contests and promotions. For more information, see our privacy policy.

1.	**Gap provides a nonstop phone service.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?*	☐
2.	**There is a limited variety of services at Gap stores.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?*	☐
3.	**You can exchange unwanted goods within two weeks.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?*	☐

4.	**Alternatively, you can get all your money back for returned goods.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
5.	**If your credit or debit card is misused after purchasing goods via the Gap internet site, Gap will not cover your losses.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
6.	**If faulty goods were purchased in a final sale, they cannot be returned.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
7.	**A gift receipt is also acceptable when returning unwanted goods.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
8.	**Gap stores do not collect information about their customers.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
9.	**You can do your shopping at Gap through the Internet or via telephone.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
10.	**Gap´s stores promote their products and services by regular communication with their customers via the Internet.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐

(Source: The Gap: Purchasing and Returns, p. 64)

☐ REVIEW

Task 9 What is the difference in meaning between the following words and expressions? If you are not sure, check their meanings in your dictionary.

a) discount/bargain

b) prize/price

c) tag/care label

d) receipt/bill

e) retailer/wholesaler

f) chemist´s/drugstore/pharmacy

g) own brand/brand new (e.g. car)/branded clothes

h) on sale/in a sale/for sale

i) fair/market

j) It fits you./It suits you.

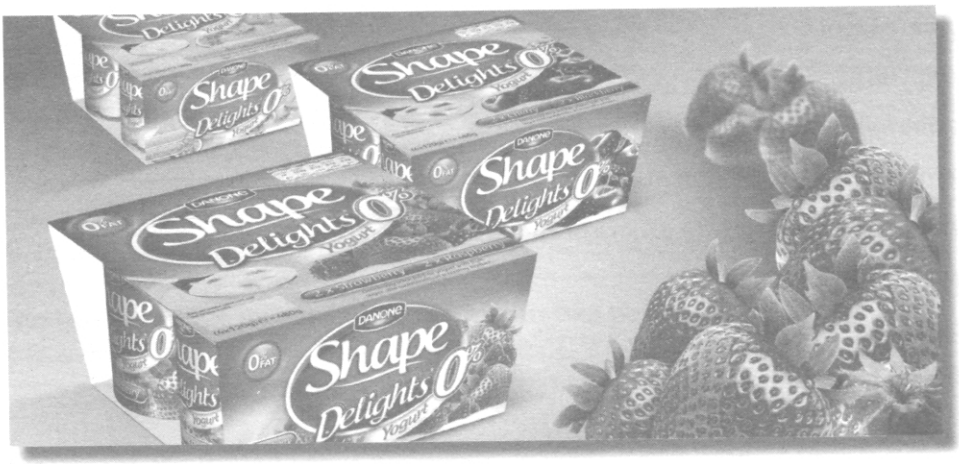
Task 10 Write the British English equivalents to the following words in American English.

American English	British English
Example: elevator	lift
1. checkbook	
2. shopping mall	
3. drugstore	
4. store	
5. pants	
6. color	
7. parking lot	
8. center	
9. cookie	
10. French fries	

☐ SPEAKING

A **Look at the advertisements for some products below. *Describe* them and say which products are being advertised. *Compare* and *contrast* the ideas of advertising the goods in the following advertisements. Say which you find the most/the least interesting and explain why.**

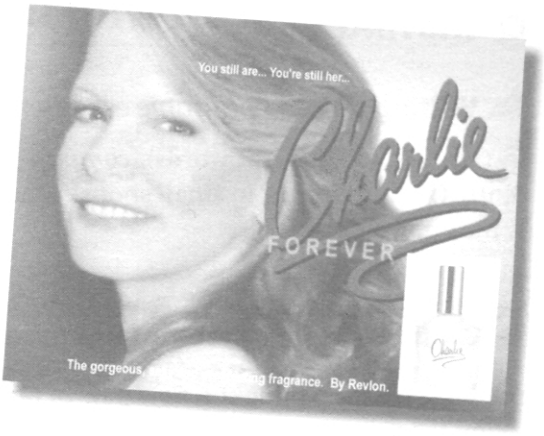
- **Talk about:**
  - the influence of advertisements of advertised products on people,
  - the tricks of the advertisements below,
  - possible media sources used for advertising the goods below.



A



B



C

B Talk about the advantages and disadvantages of modern forms of shopping such as on-line shopping. What general conditions are there for the ordering, payment, shipping and return of goods?

C Simulation

Your parents will be celebrating their 30th wedding anniversary. Your brother and you would like to give them a special gift which would make them really happy. Your brother´s idea is to buy them a new kitchen blender with a wide variety of functions, which you think is quite a boring gift. Furthermore, they already have an old one which they never use. You want to give them something special. Think about a present which would make them really happy. How can you *persuade* your brother to buy it with you for your parents?

D Role-play "A DIFFICULT CUSTOMER"

You: You bought an expensive T-shirt in a department store last week. After two days of wearing it, you found big spots on it. You are very disappointed with its quality. Go to the department store and *complain* about it. You want your money back.

Your partner: You are a shop assistant in a department store. A customer has come to complain about the quality of a T-shirt which he/she bought last week. *Apologise* to the customer and *suggest* some form of compensation. However, you cannot give him/her money back.

☐ WRITING



✎ Writing an essay *(písanie eseje)*

In your essay (200–220 words), *compare and contrast* doing shopping in large shopping centres with shopping in small shops. What are the advantages and disadvantages of both? Which do you prefer?

✎ Writing a letter of complaint *(písanie sťažnosti)*

You have recently bought a new pair of boots in a brand shoe shop via the Internet. After trying them on, you have found out the following facts:

- one boot is of a different size to the other one,
- the leather on one boot is slightly scratched and this is quite visible,
- you had to pay extra money for shipping (the online catalogue said that shipping was free).

Write an e-mail to *complain* about the received goods. Ask for a refund.

7 BANKING AND FINANCES



A bank is a place where they lend you an umbrella in fair weather and ask for it back when it rains.

Robert Frost

It's good to have money and the things that money can buy, but it's good too to check up once in a while and make sure that you haven't lost the things that money can't buy.

George Lorimer

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **money (adj. monetary):** coins, banknotes, cash, electronic money, pocket money, legal tender
  - *activities with money:* to pay, to save, to spend, to waste, to win, to invest, to change, to earn (to make money), to lose money, to cost, to transfer, to lend, to borrow, to withdraw, to deposit, to charge (somebody), to inherit
  - *payments:* fee, toll, tip, fine, bill, fare
  - *state money:* grant, unemployment benefit (the dole), disability allowances, maternity allowance
  - *money for work:* salary, wages, income, earnings
  - *taxation:* VAT (value added tax), income tax, before/after tax, to declare salary and wage income, tax return, accountancy, accountant, tax-free, single-entry bookkeeping system, double-entry bookkeeping system, income statement, balance sheet
  - *currency*: sterling, euro(s) – cent(s)/dollar(s) – cent(s), quarter(s), (bucks coll.)/pound(s) – penny(-ies) exchange office, exchange rate, free of charge
- **finances (adj. financial):** business finance (corporate finance), personal finance, public finance
  - stock market, stock exchange, company stock (shares), bonds, share holder, dividend
  - capital market, securities, debts, liability, assets, investor, risk
- **payment methods:** pay in cash, by bank card, by cheque, by postal order, by Internet/home banking, by bank draft, in instalments
- **banking services:**
  - to open/close accounts (current account, savings account, deposit account)
  - to issue banknotes, bank drafts and bank cheques
  - to process payments
  - to lend money
  - to provide safe deposit boxes
  - to exchange money
- **clients´activities:**
  - to make financial transactions, to borrow money, to ask for a loan/mortgage/lease/hire purchase, to guarantee with property, guarantor, interest
  - to withdraw money: ATM (AmE): automatic teller machine, (BrE): cash dispenser; hole in the wall (coll.)/cash point machine/cash machine
  - to exceed an amount, to overdraw an account, overdraft limit, to be in the red/to be in the black (in credit)
  - to pay bills: standing order, direct debit

BANKING IN BRITAIN AND SLOVAKIA

Banking in Britain is very different from the system in Slovakia. It is a real shock for foreigners to pay for goods and services using a *šek*. In the British system, you give or send a cheque to the company or person you wish to pay and they pay the cheque into their bank. People do not carry much cash with them, and instead **rely on credit** and **debit cards**. Even cheques are becoming **rare**. So what is the difference between a credit card and a debit card? Quite simply, with a debit card the money comes out of your bank account immediately. However, with a credit card, the credit card company pays and then they send you a bill. You can pay the bill immediately or you can **spread the payments over time** (but you pay interest for that).

For regular payments, such as gas or telephone bills, you can pay by standing order or **direct debit**. Standing orders pay the same amount each time, **whereas** the amount for direct debits is different each time. Of course, telephone and Internet banking are also very popular both here and in Britain. Instead of **queuing** for hours, you can do all your banking from home.

7. What is the difference between "šek" used in Slovakia and "cheque" used in Britain?
8. What is the difference between credit and debit cards according to the text above?

PUBLIC FINANCE

The state/government gets their money through taxes which they collect from the citizens. **Income tax** is the tax that we pay on **wages** and **salaries.** A salary is a payment paid by the **employer** to the **employee** for regular work **on a regular basis.** A wage is usually paid by the day or week for work or services which are more irregular. All income from salaries and wages income must be **declared** on your **tax return**. **VAT** (value added tax) is a tax paid on most goods and services when they are bought. Some people receive their money from the state. The unemployed receive **unemployment benefit** (the dole), the disabled get **disability allowance,** mothers on maternity leave are paid **maternity allowance** and students can apply for **grants.**

9. When do people receive money from the state?
10. What do we call money people get for their work?

☐ VOCABULARY LIST

account statement – výpis z účtu
addicted (to) – závislý (na)
to adopt – prijať
bank transfer – bankový prevod peňazí
bargain – výhodná kúpa
be worth – stáť za to
bill – účet
to borrow – požičať si peniaze
cash machine – bankomat
credit crunch [krʌntʃ] – úverová kríza
currency [kʌrensi:] – mena
current account [kʌrənt] – bežný účet
to declare – vyhlásiť, prehlásiť
direct debit – inkaso
disability allowance [ə'ləʊəns] – invalidný dôchodok
disposable – jednorazový
to display a balance – zobraziť zostatok
domestic debt [det] – domáci dlh
earnings – zárobok
employee [ɪm'plɒɪi:] – zamestanec
employer – zamestnávateľ
excessive – nadmerný
to exchange – vymeniť
to express – vyjadrovať
fare – cestovné
fee – poplatok
financial crisis [kraɪsɪs] – finančná kríza
foreign exchange rate [fɒrən ɪks'tʃeɪndʒ reɪt] – devízový kurzový lístok
great impact – veľký dopad
grant – grant, dotácia, štipendium
income tax – daň z príjmu
inflation level – úroveň inflácie
interest – úrok
interest rate – úroková sadzba
to lend – požičať peniaze
loan – pôžička
maternity allowance – materský príspevok
to meet criteria [kraɪ'tɪərɪə] – spĺňať kritériá
mortgage [mɔ:gɪdʒ] – hypotéka
to overdraw – prečerpať
privilege [prɪvəlɪdʒ] – privilégium
to provide – poskytovať
public budget deficit [bʌdʒɪt] – deficit verejného rozpočtu
to queue [kju:] – stáť v rade
to purchase [pɜ:tʃəs] – (za)kúpiť
rare [reə(r)] – zriedkavý
to receive [rɪ'si:v] – prijať
reluctant [rɪ'lʌktənt] – zdráhavý, neochotný
rip-off – podvod
safe deposit box – bezpečnostná schránka
salary – plat
savings account – sporivý účet
standing order – trvalý príkaz
tax return – daňové priznanie
to trigger – spustiť
unemployment benefit – podpora v nezamestnanosti
value – hodnota
VAT (value added tax) – daň z pridanej hodnoty
wage – mzda
whereas – zatiaľ čo
to withdraw – vybrať

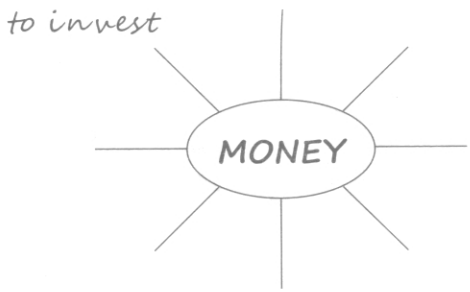
as opposed to – na rozdiel od
to be in the black – mať účet v pluse
to be in the red – mať účet v mínuse
to buy on credit – kupovať na úver
to charge interest on the loans – účtovať úrok z pôžičiek
to exceed overdraft limit [ɪk'si:d] – prekročiť limit prečerpania účtu
to issue banknotes, bank drafts, bank cheques [ɪʃu:, also ɪsju:] – vydávať bankovky, bankové zmenky, šeky
to make financial transactions – robiť finančné transakcie
on a regular basis – pravidelne
to operate on capital markets – pôsobiť na kapitálových trhoch
to pay by bank card – (za)platiť bankovou kartou
to pay in cash – (za)platiť v hotovosti
to pay by cheque [tʃek] – (za)platiť šekom
to process payment – spracovávať platby
to rely on a credit and a debit card [rɪ'laɪ] – spoliehať sa na kreditnú a debetnú kartu
to set monetary policy – nastaviť menovú politiku
to spread the payments over time – rozložiť si platby v čase
to sweep across the globe – zachvátiť celý svet

☐ VOCABULARY PRACTICE

Task 1 Brainstorming

Think of as many verbs connected with MONEY as you can and write them on the spidergram.

Example:



Task 2 The words in the box below are all connected with money. Read them first and then match them with their definitions a–j. Not all the words will be used.

FEE – INCOME – TOLL – EXCHANGE RATE – INSTALLMENT – LOAN – INTEREST – POCKET MONEY – FINE – CURRENCY – CASH – SALARY – BILL – WAGES – TIP – MORTGAGE – FARE – ALLOWANCES – GRANTS – BENEFITS

a) Money that people in professions, such as teachers, get from their employers at the end of the month. _____

b) Money paid weekly to people for their manual work. _____

c) Money in notes and coins. _____

d) Money you pay to a police officer for breaking a rule. _____

e) Money you give a taxi driver or waiter for being polite. _____

f) Money you give to your children. _____

g) Money the bank lends to its clients. _____

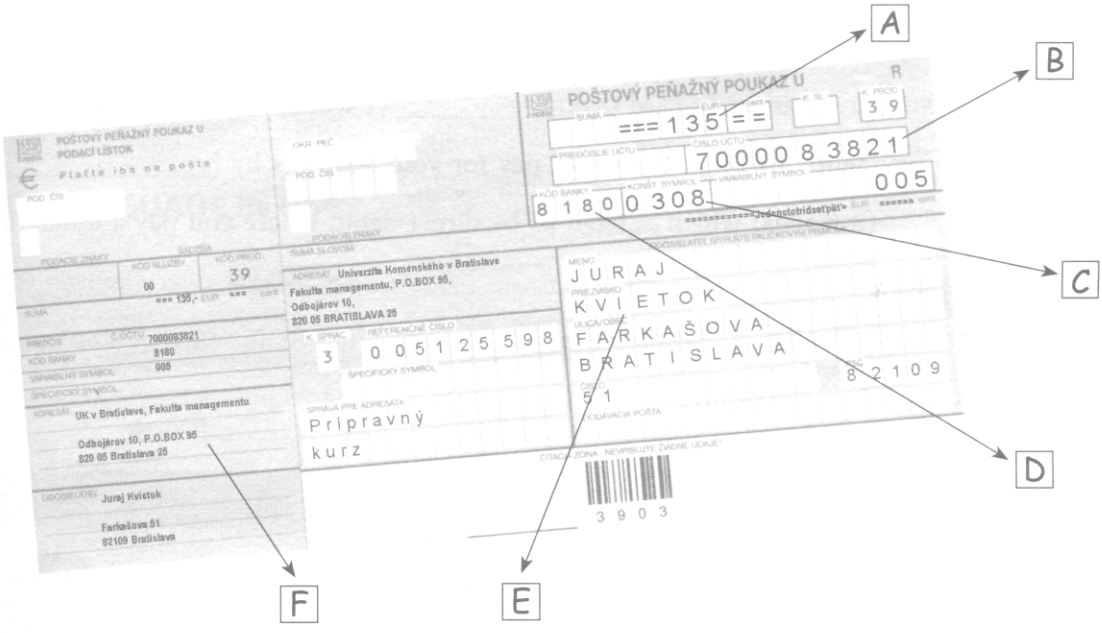
h) Money that you pay for attending some course. _____

i) Money that you have to pay to use a motorway or bridge. _____

j) Extra money that you have to pay back when you borrow money. _____

Task 3 Write definitions for the words in the box above that you haven't used.

Task 4 Look at the picture of the "šek" used in Slovakia. Match the words with the items in the picture.



1. addressee/receiver _____
2. constant symbol _____
3. amount _____
4. account number _____
5. sender/payer _____
6. bank code _____

☐ LISTENING

Task 5 Banking Systems

You are going to hear Steve talking about some differences between the Slovak and British banking systems. Based on the text you will hear, fill in the missing words in the summary below. Listen to the recording twice.

CD 1 Track 14

The banking systems in Britain and Slovakia are not alike. [1]_____ **(1 word)** find *cheques* a very surprising payment method in Slovakia. In Britain, you give or send a cheque to the company or person you want to pay and they pay it into their [2]_____ **(1 word)**. Less and less payments in Britain are made by cheque. British people use credit and debit cards instead of [3]_____ **(1 word)**. Debit cards pay money directly from your [4]_____ _____ **(2 words)**. With a credit card, you pay your credit card [5]_____ **(1 word)** as soon as you receive it or in more payments. In Britain you can pay for your gas bills by [6]_____ _____ **(2 words)** which is fixed or by direct debit, where you pay a different amount each month. [7]_____ _____ **(2 words)** is a very convenient banking method and luckily, it is available in both Slovakia and Britain. We may stop using banknotes and coins in the future.

Task 6 Clerical Error

You are going to hear a dialogue between a customer and a bank manager. For each question, choose an answer from A–D. Listen to the recording twice.

CD 1 Track 15

1. **Why did the customer come to the bank?**
   A) to ask for an increase in his overdraft
   B) to complain about the bank´s services
   C) to close the bank account
   D) to withdraw money

2. What overdraft did the customer expect when he wanted to withdraw money?

A) £100
B) £5000
C) £120
D) £500

3. What was the problem with the cheque?

A) the sum was above the customer´s agreed overdraft limit
B) the cheque was out of date
C) the payer´s signature was not clear
D) the staff manager paid the wrong sum

4. What was the customer offered by the bank manager finally?

A) the original overdraft limit
B) a better rate of interest
C) an apology from a member of the bank manager´s staff
D) only a symbolic charge for exceeding his overdraft

5. What did the customer require from the bank?

A) financial compensation
B) time notification
C) better treatment
D) free of charge service

☐ LANGUAGE IN USE

Task 7 Read the text below about cash machines. Then, replace the underlined expressions with one of the phrasal verbs from the chart in an appropriate form. Not all phrasal verbs will be used. Follow the example. 8

cope with – fill out – get rid of – look after – look around – look for – look forward to – put out – put up – run after – ~~run out of~~ – switch on – take out – take place – type in – write about – write down

Example: had run out of

1. _____
2. _____
3. _____
4. _____
5. _____

In the past you had to wait for banks to open to be able to replenish your supply if you [0]had exhausted your funds. Nowadays, you can simply use a cash machine. Known as "holes-in-the-wall", these ubiquitous machines can be found on almost every street corner in large towns.

However, whilst the machines are great for [1]withdrawing cash, they are also great opportunities for thieves to relieve you of your hard-earned savings. There are several ways in which you can [2]safeguard your money.

The most basic step you should take is to only use machines in safe, well-lit places and at safe, well-lit times. Using a hole-in-the-wall down a dark alley at three o'clock in the morning is asking for trouble.

Before using the machine, [3]check to see whether anyone is standing close by trying to see you [4]enter your pin number or ready to run off with your money the moment it comes out of the machine.

When you have finished with the machine and have the money in your hand, put it discretely into your wallet. Finally, never ever [5]put your pin number on a piece of paper or, worse still, on the card itself.

☐ READING

Task 8 **Read the letter below and decide whether the following statements are true or false. Correct the false statements according to the information in the text.**

First Bank
14 High Street
Sale M33 1HS

20th September 2012

Mr. John Smith
26b The Cresent
Sale M33 7CT

Dear Mr. Smith,
Re: Unauthorised overdraft on account number 15975 975

I am writing to you with regard to the above account. The account has become overdrawn to the amount of £142.56. This is above your agreed overdraft limit of £100.

I am sorry to inform you that until more funds are placed in the account, you will be unable to withdraw any money, and any further cheques you write will not be honoured by the bank.

A charge of £32 will be added to your account next month for the unauthorised overdraft and you will also be charged £10 for this letter. If you need to extend your overdraft limit, please contact the bank and we will arrange an appointment for you to see our financial advisor.

Yours sincerely,

J. Moneybags

James Moneybags,
Branch Manager

1. **In this letter, John is responding to his bank manager.**
   A) true *B) false*
2. **John has been informed of the possibilities of extending his overdraft limit.**
   A) true *B) false*
3. **John's bank manager said that the bank had already agreed that John could borrow up to £142.56.**
   A) true *B) false*
4. **John has borrowed more money from the bank than he was allowed to.**
   A) true *B) false*

5. **Until he pays some money into the bank, he cannot use his chequebook and he cannot take out any more money.**
   A) true *B) false*
6. **John will also have to pay a fine for overdrawing his own account.**
   A) true *B) false*
7. **He should contact the bank if he wants to borrow more money from them.**
   A) true *B) false*

Task 9 Read the letter below. Based on the text, fill in the gaps with missing words in the summary provided. 8

26b The Crescent,
Sale M33 7CT

28th September 2012

The Manager
First Bank
14 High Street
Sale M33 1HS

Dear Mr. Moneybags,
Re: Account number 15975975

I am writing to you in reply to the letter you sent to me on 20th September. In that letter you stated that I had exceeded my overdraft limit. However, my overdraft limit should be £500, not £100. £142.56 is within this limit.

This is a mistake which I can accept as a clerical error, but the second mistake that you made is far more serious. On 3rd September, I wrote a cheque for £19.75. When I look at my statement, I can see that you have actually debited my account by £197.50 instead. I cannot believe that such an error can go unnoticed by your staff. I am extremely disappointed and I will be going through the rest of my bank statements to make sure that you have not made any other similar mistakes.

I think that the only way I can satisfactorily finish this letter is to say that I wish to close my account with your bank and I will certainly not recommend your services to anyone in the future.

Best wishes,

John Smith
John Smith

John is writing to his [1]_____ _____ **(2 words)**. John has admitted that he had [2]_____ **(1 word)** his overdraft limit. He withdrew more money than he had on his [3]_____ **(1 word),** but it was not above his overdraft limit. The [4]_____ **(1 word)** he wrote was for £19.75. John will check all his bank statements. John wants to [5]_____ **(1 word)** his bank account in this bank. He is not happy with the [6]_____ **(1 word)** and is ready to tell other people about this.

☐ REVIEW

Task 10 **Do you know the meaning of the following idioms connected to money? What are their Slovak equivalents?**

1. *to marry into money*
2. *to have money to burn*
3. *to cost a fortune*
4. *to be broke*
5. *to work for pin money*
6. *to make a fortune*
7. *to run out of money*

☐ SPEAKING

A **Look at the cartoon below. Describe it and explain its meaning. Do you find it funny? Why yes/no?**



B Talk about various payment methods which are common in our country.

Say in which particular situations people prefer specific payment methods. Mention their advantages and disadvantages. How do you prefer to pay? Explain your reasons.

C Simulation

Talk about the possibilities of winning a lot of money. If you won a lot of money, what would you do with it? Would you spend it? Would you save it? Who would you share it with?

D Role-play "HYSTERICAL BANK CLIENT"

You: You have found out that you are missing your purse or wallet with all your credit cards and other ID in it. You are worried, frustrated and hysterical because you have a lot of money in your account. *Make a phone call* to the bank where you have your account and ask them to block access to your account for the above reason. *Find out* whether you will be charged for this service or not. *Check* the balance of your account.

Your partner: You are the bank clerk. Your customer is making an emergency phone call to you. He/she is very worried, frustrated and hysterical because he/she is missing all his/her credit cards and ID. Listen to his/her request. *Calm him/her down. Assure* him/her that no money has been withdrawn from his/her account. *Explain* to your customer what is the common procedure in such situations.

Pozri ukážku tejto odpovede na DVD: F. Role-play (a návod v Knihe 2).

☐ WRITING an essay *(písanie eseje)*

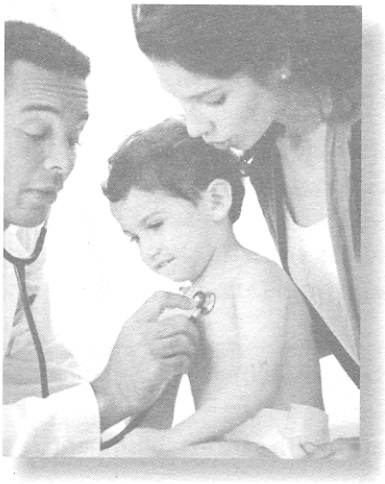


"Money makes the world go round"

Money is very important in our lives, however it is not the most important thing. How much does money matter to you?

Write an essay (200–220 words) in which you *express your own opinion* on the given topic.

8 HEALTH CARE



Health is not valued till sickness comes.

Dr. Thomas Fuller

The doctor of the future will give no medicine, but will interest her or his patients in the care of the human frame, in a proper diet, and in the cause and prevention of disease.

Thomas A. Edison

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **human body:** ankle, arm, armpit, back, bottom, (coll. belly), breast, calf, chest, cheek, chin, elbow, eye, eyebrow, eyelashes, eyelid, face, finger, foot, forehead, genitals, hair, hand, head, hips, jaws, knee, leg, nail, palm, shin, shoulder, skeleton, skin, stomach, thigh, thumb, toe, tooth, tongue, waist, wrist
- **injuries:** bruise, blister, bite, burn, fracture, fall, cut
  – broken, pulled, swollen, twisted, sprained, dislocated, bleeding
- **common illnesses:** flu, cold, headache, earache, stomachache, backache, toothache, tonsillitis
- **contagious diseases:** jaundice, chicken pox, small pox, mumps, scarlet fever, rabies, SARS, AIDS, bird flu, swine flu
- **civilisation diseases:** asthma, diabetes, allergies, migraine, hypertension, heart attack, ulcers, epilepsy
- **respiration diseases:** tuberculosis, bronchitis, pneumonia
- **heart and blood circulation diseases:** heart attack, hypertension, angina pectoris, anaemia, stroke, arteriosclerosis, leukaemia
- **degenerative diseases:** osteoporosis, arthritis, multiple sclerosis, cancer, Parkinson´s disease, Alzheimer´s disease
- **venereal diseases:** AIDS, gonorrhoea, syphilis
- **skin diseases:** eczema, atomic eczema, herpes, psoriasis
- **symptoms:** high temperature, insomnia, spots, cough, sore throat, high/low blood pressure, rash, loss of appetite, diarrhoea, sweating, pain, vomiting, headache, running nose, sneezing, weight loss (gain), hallucination, cramps, constipation, paleness, nausea
- **causes:** stress, hectic lifestyle, insufficient sleep, polluted environment, sedentary work, lack of physical activities, overeating
- **doctors and specialists:** GP (general practitioner), dentist, ophthalmologist, paediatrician, physiotherapist, surgeon, plastic surgeon, psychologist, radiologist, virologist, dermatologist, gynaecologist, internist, cardiologist, homoeopath, immunologist, urologist, rheumatologist, obstetrician
- **doctor´s activities:** to examine a patient, to examine a patient´s chest or throat, to listen to someone´s breathing or heartbeat, to prescribe some medicine, to operate, to take blood count/throat culture/urine
- **medicaments:** painkillers (pain relievers), antibiotics, vitamins, dosage, pills, capsule, tablets, syrup, drops, ointment, cream, powder, spray, injection (AmE: shot), vaccine, infusion, side effects, to overdose
  – pharmacy/chemist´s , drugstore, pharmacist, prescription
- **healthy way of life:** eating fruit/vegetables, wholesome food, lean meat, doing exercises, have sufficient sleep, well-adjusted mind, undergo preventive medical check-ups, avoid smoking, stress and alcohol, prevention, vaccination
- **medical care:** hospitals (state, private, semi-independent/ward/surgery/doctor´s office, waiting room), clinics, spas, maternity hospital, mental hospital, old people´s home, nursing home, hospice
- **alternative medicine and treatment:** acupuncture, homeopathy, osteopathy, aromatherapy, acupressure
- **first aid kit:** thermometer, scissors, gargle, adhesive plasters, pills, drops, pain relievers, bandages, cotton wool, ointment, gauze, vitamins, disinfectants

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Why should people take care of their health?
2. Do you take care of your health? If so, what exactly do you do?
3. When do you go to see a doctor?
4. What questions do doctors ask their patients?
5. Can you name any medical specialists in English?
6. Which diseases do small children typically get?
7. Which disease/illness do you think is the most serious? Why?
8. What items does a first aid kit contain?
9. Do you believe in alternative medicine (such as acupuncture, homeopathy, aromatherapy, etc.)?
10. What are the advantages and disadvantages of using private health care establishments?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

RAISING HEALTH CARE AWARENESS

More and more people today seem to realise that good health means a longer and a happier life. Therefore, they **take** better **care of their health** than before. They eat healthier food, practise different kinds of sports and try to **avoid stressful** situations as much as possible. We need to be **in good shape** and also to have good **mental health** to be able to work and fully enjoy our lives. Doctors often **stress** that mental health **influences** our physical **condition.** Problems with **digestion, ulcers** or **migraines** are the results of mental problems such as depression, fear or anger. Bad eating habits, **lack of** physical activities, **sedentary work,** stress – all these factors cause **serious diseases**. A healthy, strong and beautiful body is the ideal for the **majority** of people and not only among the young. It is not so difficult to **pursue this aim** if you live in a developed country with good **health care**. However, in Third World countries, too many people are still **starving** and **epidemics of plague**, **cholera**, **typhus** and malaria are a part of everyday life, and not long forgotten epidemics of the past. Every year, many people **worldwide** become **victims** of **various** accidents. Most accidents happen on the road and many at work. In every country, a lot of different **security measures** are taken to prevent car accidents. Many children are **injured** playing outside or at home **handling** dangerous objects.

1. According to the writer, what do people do to stay fit?
2. What factors cause diseases?

IN A DOCTOR´S SURGERY

When we are ill, we usually see a doctor, called a GP **(general practitioner).** Sometimes we need to **have an appointment with** a specialist. The doctor **examines** our body, asks about the symptoms and usually **prescribes** some medication, **antibiotics, painkillers** or **vitamins,** which are usually **available on prescription** in a pharmacy. When the **illness** is too serious to be **treated** at home, the patient is taken to hospital and sometimes even **undergoes surgery.** People who are employed pay their **health insurance** monthly. They do not need to pay for basic health care and basic medication. When they want extra care or special **treatment,** they have to pay extra **costs.** Some people decide to go to a private health care **establishment,** usually for **surgery (e.g.** plastic surgery), **delivery** or **dental care.** Patients in our country are free to choose their doctors.

3. Describe what happens in a doctor´s office (a surgery) when you go to see your GP.
4. What are patients supposed to pay for?

DISEASES AND TREATMENTS

Everybody has to **go through** various diseases during their childhood and adult life. Most of the diseases are not serious and do not take a long time to **cure.** Thanks to research in medicine (both in **diagnostics** and treatment), microbiology and chemistry, we now have **efficient medication** against diseases such as **flu, tuberculosis** or **scarlet fever,** which killed many people in previous centuries. However, there are diseases which we have problems in curing and some which we have failed to find a cure for. **Cancer** is one of the biggest **threats** nowadays. Every year, more and more people of all ages are **diagnosed with tumours** of all types. However, scientists continue to develop more and more efficient treatment techniques. We also get a lot of information about the prevention of cancer and its treatment. ***Daffodil Day*** is organised in many countries, including Slovakia. The money raised on this day is used to **fund scientific research into** the **causes** and treatment of cancer and to provide support for people with cancer and their families.

5. Which serious diseases are mentioned in the text above?
6. What is Daffodil Day?

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

AIDS is one of the most serious diseases that **threaten** people nowadays. It is a **viral disease** that **impairs the immune system** of the human body leaving it open to any infection. Those infections that are not dangerous for people with normal immune systems may be **mortally dangerous** for AIDS patients. According to the **World Health Organization** more than 34 million people are **infected.** AIDS was first identified in homosexuals, but later it was found among **intravenous drug abusers, haemophiliacs** and other persons who had received a blood transfusion, heterosexuals and their children. No cure or **vaccine**

for AIDS has yet been discovered. Many countries of the world spend a lot of money trying to find a cure. AIDS can be transmitted through infected **needles** and **sexual intercourse.**

7. Why is AIDS dangerous?
8. How do people get infected with AIDS?

EPIDEMICS

In the last decade, the world has been threatened by several epidemics. *SARS* **(Severe Acute Respiratory Syndrome)** is a highly **contagious** disease, which was first **recognised** in 2003. The virus **spread** rapidly from Asia to other countries, including Canada, infecting hundreds of people. Scientists say that the development of effective **drugs** and vaccines for SARS **is likely to take a long time.** Another one, **bird flu**, is very contagious among birds and can also kill some domesticated birds (e. g. chickens, ducks and turkeys). Thousands of birds had to be killed after the virus appeared on farms all over the world. The virus does not usually infect humans and **transmission** from one person to another has not been observed yet. In 2009, the **emergence** of a new flu virus H1N1 (so called **swine flu**) killed many people in Mexico, the United States and many other countries. This virus has the ability to **pass from** one human **to** another. There is huge debate among **scientists, virologists** and doctors about the need to be vaccinated against these diseases. A recent epidemic in Europe (2011) caused a food scare due to the appearance of the dangerous E.coli bacteria in Spanish cucumbers.

9. What kinds of flu epidemics are discussed in the text above?
10. Which of the contagious diseases mentioned in the text does not have any effect on people?

☐ VOCABULARY LIST

antibiotics [æntɪbaɪɒtɪks] – antibiotiká
to avoid – vyhnúť sa
bird flu – vtáčia chrípka
cancer – rakovina
cause – príčina
cholera [kɒlərə] – cholera
condition – stav
contagious [kənteɪdʒəs] – nákazlivý
costs – náklady
to cure [kjʊə] – vyliečiť
Daffodil Day– Deň narcisov
delivery – pôrod
dental care – zubná starostlivosť
diagnostics [daɪəgnɒstɪks] – diagnostika
digestion [dɪdʒestʃən] – trávenie
disease [dɪzi:z] – choroba
drug – liek, droga
efficient medication – účinný liek
emergence – vznik, objavenie sa
epidemics of plague [pleɪg] – epidémia moru
establishment – zariadenie
to examine – vyšetriť (u lekára)
flu – chrípka
general practitioner [præktɪʃənə] – praktický lekár
to go through – prejsť čím
haemophiliac (AmE: hemophiliac) [hi:məfɪlɪæk] – hemofilik
to handle – zaobchádzať
health care – zdravotnícka starostlivosť
health insurance – zdravotné poistenie
illness – choroba
to infect – nakaziť
to influence – ovplyvniť
to injure [ɪndʒə] – poraniť
intravenous drug abuser [əbju:sə] – človek, ktorý prepadol vnútrožilovému užívaniu drog
lack (of) – nedostatok
likely – pravdepodobne
majority [mə'dʒɒrətɪ] – väčšina
mental health – duševné zdravie
migraine [maɪgreɪn, also mi:greɪn] – migréna
mortally dangerous – smrteľne nebezpečný
needle [ni:dl] – injekčná striekačka
painkiller – tabletka proti bolesti
to pass from... to... – prejsť z... na...
to prescribe [prɪskraɪb] – predpísať, naordinovať
to recognise (AmE: recognize) – rozpoznať
(SARS) Severe Acute Respiratory Syndrome – Syndróm akútneho respiračného zlyhania
scarlet fever [ska:lət fi:və] – šarlach
scientist [saɪəntɪst] – vedec
security measure – bezpečnostné opatrenie
sedentary work – sedavé zamestnanie
serious – vážny
sexual intercourse [ɪntəkɔ:s] – pohlavný styk
to spread – rozšíriť sa
to starve [sta:v] – hladovať
to stress – zdôrazniť
stressful – stresujúci
surgery – ordinácia (BrE); operácia
swine flu [swaɪn flu:] – prasačia chrípka
threat [θret] – hrozba
to threaten [θretən] – ohrozovať
to treat [tri:t] – liečiť, ošetriť
treatment – liečba, ošetrenie
transmission [trænnzmɪʃən] – prenos
tuberculosis [tjʊb3:kjələʊsɪs] – tuberkulóza
typhus [taɪfəs] – týfus
ulcer [ʌlsə] – vred
vaccine [væksi:n] – vakcína, očkovacia látka
various – rôzny, rôznorodý
victim – obeť
viral [vaɪrəl] – vírusový
virologist [vaɪ'rɒlədʒɪst] – virológ
vitamin [BrE: vɪtəmɪn, AmE: vaɪtəmɪn] – vitamín
World Health Organization (WHO) – svetová zdravotnícka organizácia
worldwide – na celom svete

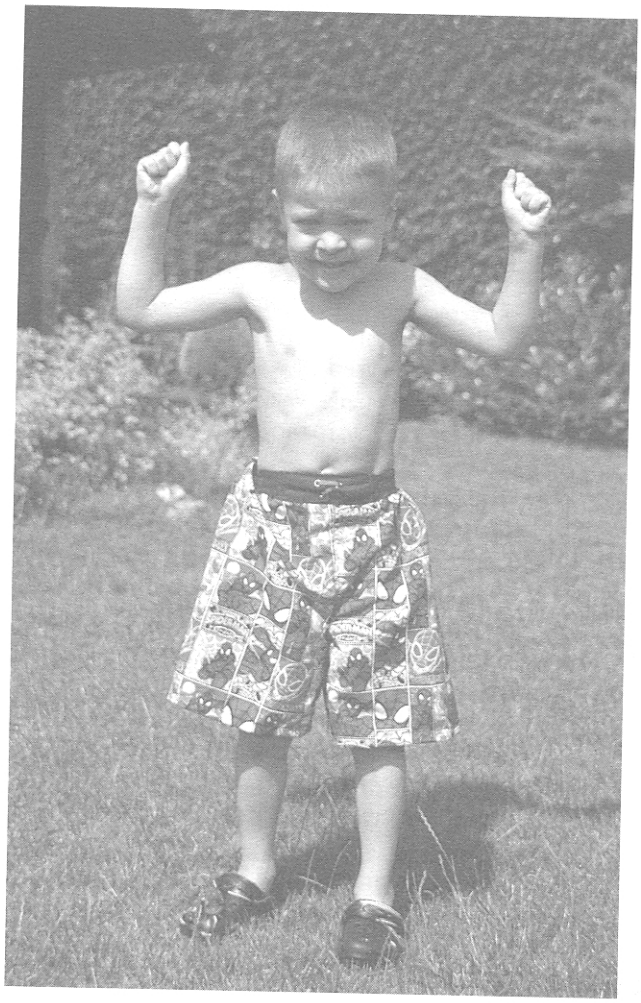
available on prescription – dostupný na lekársky predpis
diagnosed with tumors – diagnostikovaný nádor
to fund scientific research – financovať vedecký výskum

Školská knižnica

to have an appointment with – mať stretnutie s
to impair the immune system – oslabiť imunitný systém
in a good shape – v dobrej forme
to pursue an aim – sledovať cieľ, snažiť sa o dosiahnutie cieľa
to take a long time – trvať dlho
to take care of one's health – starať sa o svoje zdravie
to undergo surgery [sɜ:dʒərɪ] – podstúpiť operáciu

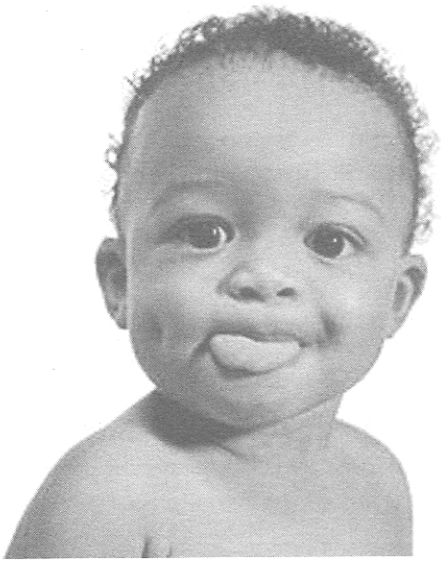
☐ VOCABULARY PRACTICE

Task 1 Name the parts for the body.
The first letter of the words have been given to help.



Example: (čelo) F O R E H E A D

1. (ucho) E _ _
2. (krk) N _ _ _
3. (plece) S _ _ _ _ _ _ _
4. (prsia) B _ _ _ _ _
5. (hruď) C _ _ _ _
6. (rameno) A _ _
7. (lakeť) E_ _ _ _
8. (brucho) S _ _ _ _ _ _
9. (zápastie) W_ _ _ _
10. (dlaň) P _ _ _
11. (palec) T _ _ _ _
12. (chrbát) B _ _ _
13. (bedro) H _ _
14. (zadok) B _ _ _ _ _
15. (prst) F _ _ _ _ _
16. (stehno) T _ _ _ _
17. (koleno) K _ _ _
18. (lýtko) C _ _ _
19. (členok) A _ _ _ _
20. (palec na nohe) T _ _



21. (hlava) H _ _ _
22. (čelo) F _ _ _ _ _ _ _
23. (oko) E _ _
24. (mihalnice) E _ _ _ _ _ _ _ _
25. (obočie) E _ _ _ _ _ _
26. (nos) N _ _ _
27. (líce) C _ _ _ _
28. (brada) C _ _ _
29. (pery) L _ _ _
30. (čeluste) J _ _ _
31. (zuby) T _ _ _ _
32. (jazyk) T _ _ _ _ _

Task 2 Read the following expressions and explain their meaning in English. Then, decide which activities are typical for doctors (D), patients (P) or both (B).

Example: to shiver with cold (P)

1. to take someone's temperature
2. to check someone's blood pressure
3. to make out a prescription
4. to have a sore throat
5. to take an aspirin
6. to feel dizzy
7. to remove tonsils
8. to pull out a tooth
9. to take an X-ray
10. to stay in bed
11. to examine a patient
12. to make an appointment with the doctor
13. to go through a regular check-up
14. to prescribe antibiotics
15. to get an injection
16. to have a cold
17. to suffer from diabetes
18. to undergo surgery
19. to deliver a baby
20. to put on/(lose) some weight

Task 3 Put a tick (√) next to those diseases and aches which you went through. Talk about their symptoms.

Diseases and aches:

flu – chicken pox – herpes – toothache – tonsillitis – sunstroke – bronchitis – pneumonia – brain fever – eczema

Symptoms:

temperature – insomnia – spots – cold – cough – sore throat – high blood pressure – rash – loss of appetite – diarrhoea – sweating – pain – vomiting – headache – weigh loss – hallucination – cramps – constipation – migraine

Task 4 What do the following doctors/specialists deal with? Which doctor would you go to see if you suffered from the diseases/pains/aches in exercise 3 above?

GP (general practitioner) – dentist – ophthalmologist – paediatrician – physiotherapist – surgeon – plastic surgeon – psychologist – radiologist – infectologist – dermatologist – gynaecologist – internist – cardiologist – homoeopathist – immunologist – urologist – rheumatologist – obstetrician

☐ LISTENING

Task 5 Eat Healthy! Stay Healthy!

You are going to hear a lecture by a food specialist who is talking about good eating habits. Fill in the missing words in the summary below. Listen to the recording twice.



The food specialist is talking about the importance of a varied diet. Improving your [1] _____ _____ **(2 words)** can give you a good feeling. All four food groups are important in order to have a [2] _____ **(1 word)** diet. Cereals, bread and pasta belong to a food group called [3] _____ **(1 word)**. Vitamin A and folacin can be found in [4] _____ **(1 word)** and dark green vegetables.

[5] _____ **(1 word)** milk products give you the proteins and calcium that your body needs.

Vegetarians should eat enough lentils, beans and pulses to [6] _____ **(1 word)** the meat group. If you eat enough starch and [7] _____ **(1 word),** your body will store less fat.

(Adapted from Health Canada: Food Guide to Healthy Eating, p. 42)

Task 6 Spots

You are going to hear a conversation between a paediatrician, little Charlie and his dad. For questions 1–6, decide which option (A–D) finishes the sentence starters according to the text. Listen to the recording twice.

CD 1 Track 17

1. Charlie went to see the doctor

A) for a regular check-up.
B) because he has a cough.
C) because he has a cold.
D) because he has some skin problems.

2. The doctor is going to

A) take Charlie's blood.
B) give him an injection.
C) have a look at his spots.
D) take a sample from one of his spots.

3. The spots have spread onto

A) his back, waist and bottom.
B) his waist, bottom and arms.
C) his back, arms and bottom.
D) his bottom, back and genitals.

4. Charlie has been in contact

A) with somebody who had chicken pox.
B) with children from nursery school.
C) with somebody who had herpes.
D) with his mother and little sister.

5. Charlie is sent to the specialist

A) to have some medicine prescribed.
B) to get the evidence of the diagnoses.
C) to get a note from the doctor for his father.
D) to have his blood pressure checked.

6. Charlie's mother cannot go to hospital with him because

A) her employer won't let her take sick leave.
B) she's breastfeeding her younger daughter.
C) she has got chicken pox.
D) the baby sister has already caught the infection.

☐ LANGUAGE IN USE

Task 7 **Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.**

Example: Thirty per cent of [0] Americans aged four to thirty bite their nails. — 0. AMERICA

[1]_____ show that nail-biting can cause many [2]_____ problems connected with the teeth such as [3]_____ of a tooth and damage to the gums. The spreading of skin [4]_____ from the hands to the mouth is also very [5]_____. Tommy Hopkins, a nine-year-old boy, made [6]_____ to his dentist about the [7]_____ in his gums. During a check-up, his dentist noticed that Tommy had a [8]_____ nail-biting habit. The dentist then explored the [9]_____ area in his mouth and found a piece of nail stuck in his gum. Certainly, cases such as this one add scientific [10]_____ to parents' arguments when they are telling their children "Don't bite your nails."

1. STUDY
2. HEALTHY
3. LOSE
4. INFECT
5. DANGER
6. COMPLAIN
7. PAINFUL
8. SERIOUSLY
9. SWELL
10. WEIGH

Task 8 **Read the text about sunbathing and decide which word or phrase A–D best fits each space. There is only one correct answer for each space. Follow the example.**

Suntan lotions were [0] B long ago, before the Industrial Revolution, when bronzed skin belonged to manual [1]_____. To be brown in [2]_____ days was a symbol of belonging to a low social class. Pale, porcelain skin was in vogue – [3]_____ because the rich stayed indoors. [4]_____ as machines began to appear, the [5]_____ classes left the fields for the factories. [6]_____ they turned paler, [7]_____ rich turned progressively browner: Sporting a suntan meant you had money and [8]_____ afford a leisurely outdoor life. [9]_____ the early 1920's, heliotherapy was all the rage. Daily exposure to sunlight was touted as a [10]_____ for health problems ranging from acne to tuberculosis. In the 40's suntan lotion hit the market. [11]_____ that time, it was designed to assist with roasting, not to protect people from the sun. [12]_____ ten years, the bikini had arrived on the scene,

allowing [13]_____ bodies to achieve almost total exposure to the sun´s rays. Throughout the 70's and 80's, the suntan was promoted as something to make you look younger, [14]_____ a growing body of scientific evidence indicated [15]_____ it not only leads to wrinkles, but reduces [16]_____ expectancy too. Increasing awareness of the link [17]_____ exposure to the sun and the risk of skin cancer as well as growing concern over damage to [18]_____ ozone layer have so far failed to have a significant impact on our society´s habits concerning being exposed to the sun. Today, beaches are as busy as [19]_____. Pale skin has yet to [20]_____ a real comeback.

(Adapted from Thomas J.: The Rise of the Suntan, p. 61)

0	A discovered	**B invented**	C found	D set up
1	A labourers	B lab workers	C people	D readers
2	A the	B these	C those	D such
3	A likely	B mainly	C hardly	D unlikely
4	A Since	B Actually	C More or less	D Then
5	A work	B labour	C working	D social
6	A When	B Despite	C While	D As
7	A the	B a	C that	D this
8	A could	B should	C would	D shall
9	A In	B On	C At	D –
10	A ointment	B cure	C medicine	D care
11	A On	B At	C In	D With
12	A Before	B During	C While	D Within
13	A woman´s	B women	C women´s	D feminine
14	A because	B in spite of	C furthermore	D despite
15	A which	B what	C that	D even if
16	A alive	B live	C lives	D life
17	A between	B among	C from	D forward
18	A the	B a	C an	D –
19	A usually	B always	C never	D ever
20	A return	B do	C make	D appear

☐ READING

Task 9 Read about five types of contact lenses and answer questions 1–10. Find the answers to the questions in paragraphs A–D. Follow the example. 8

Example: **Which paragraph gives information about:**
0 contact lenses which are most likely to be able to correct your eyesight? paragraph A

Lens Types	Advantages	Disadvantages
A) Rigid gas-permeable (RGP) made of slightly flexible plastic that allows oxygen to pass through to the eyes	– provide excellent vision – only a short adaptation period is required – comfortable to wear – can correct most problems with vision – easy to put on and to take care of – durable with a long life – available in tints and bifocals	– require continuous use for adaptation to occur – can slip off the centre of the eye more easily than other types – debris can get under them – require regular visits for follow-up care
B) Daily-wear soft lenses made of soft, flexible plastic that allows oxygen to pass through to the eyes	– only a very short adaptation period required – more comfortable and harder to dislodge than RGP lenses – available in tints and bifocals – great for active lifestyles	– do not correct all problems – vision may not be as sharp as with RGP lenses – require regular visits for follow-up care – lenses soil easily and must be replaced
C) Extended-wear available for overnight wear in soft or RGP plastic lenses	– can usually be worn for up to seven days without removal	– do not correct all problems – require regular visits for follow-up care – increased risk of complications – require regular monitoring and professional care
D) Planned replacement soft daily wear plastic lenses that are replaced on a fixed schedule, usually every two weeks, monthly or quarterly	– require simpler cleaning and disinfection than some other types – good for eye health – available by most prescriptions	– vision may not be as sharp as RGP lenses – do not correct all problems – handling may be more difficult

(Adapted from American Optometric Association: Advantages and Disadvantages of Various Types of Contact Lenses, p. 121)

Which paragraph gives information about: paragraph:

1 contact lenses which can be worn nonstop for a week before taking them out? ____

2 the type of contact lenses which may be difficult to manipulate? ____

3 contact lenses which need to be worn regularly, so that the eyes become adapted to them? ____

4 contact lenses which can be worn also at night? ____

5 contact lenses which have a good capacity to stay fixed in the centre of the eye? ____

6 contact lenses which are suitable for sportsmen? ____

Which paragraphs give information about: paragraphs:

7 contact lenses which are easy to get used to in a short time? _____

8 contact lenses which can cause slightly blurred vision? _____

9 contact lenses which get dirty easily? _____

10 contact lenses which are available in different colours? _____

Task 10 Read a leaflet about a voluntary organisation which helps people with eating disorders. Based on the text, fill in the gaps with missing words in the summary provided.

Anorexia and Bulimia Care (ABC)

According to a survey, physical appearance, particularly that of the body is one of the biggest concerns that people in their 20´s and 30´s have. People in this age group are often affected by eating disorders such as anorexia or bulimia. Anyone or any family could fall victim to an eating disorder. Eating disorders often have devastating impact on the lives of those directly affected as well as on their parents and family.

ABC is a national Christian charity working exclusively with eating disorders. We try to help families through the "ups and downs" on the journey towards recovery and a brighter future. ABC has been in existence for nearly 20 years, helping to support hundreds of people every month who struggle because of eating disorders: sufferers, helpers and families.

ABC provides telephone help-lines for sufferers, a parents help-line and e-mail support. We provide advice, information, encouragement and prayer.
ABC is a resource for professionals. We offer training and literature to church leaders, youth leaders, counsellors, teachers and health professionals...

ABC receives no funding from the government and is entirely dependent on the generosity of individuals in order to be able to carry on caring for those in need.

Where does your donation go?

- £2 to send out information to just one person who has been in touch seeking help.
- £10 to cover the costs of one of our trained staff spending one hour giving advice and support.
- £100 to cover the costs of one of our staff to speak at a weekend conference or a training event.
- £150 to keep our website up-to-date and running well for one month. We have 250 visitors daily.
- £500 to place an advert in a magazine so that people know that we exist.
- £1000 to cover the costs of new leaflets for schools and colleges.
- £2000 to cover the costs of producing one issue of Lifeline Magazine for our members and supporters.

(Source: http://www.anorexiabulimiacare.co.uk)

Young people care too much about their [1]_____ **(1 word)**. As a result, they often become victims of [2]_____ _____ **(2 words)** such as anorexia and bulimia. ABC is a [3]_____ **(1 word)** religious organisation that helps patients, their families and helpers overcome such disorders and [4]_____ **(1 word)** from them. It has existed for almost 20 years and helps anybody in [5]_____ **(1 word)**. Our common activities are telephone help-lines for [6]_____ **(1 word)**, their parents and e-mail support. We also provide [7]_____ _____ **(2 words)** for church leaders, youth leaders, counsellors, teachers and health specialists. ABC is not financed by the government and therefore it [8]_____ **(1 word)** solely on donations. For example, £2 will help ABC respond to one person who needs [9]_____ **(1 word)**. £150 will help ABC keep our website [10]_____ **(1 word)** for one month. £500 will help ABC [11]_____ **(1 word)** their activities in a magazine. £2000 will help ABC publish our [12]_____ **(1 word)** for a year.

☐ REVIEW

Task 11 What is the difference in meaning between the following words? If you are not sure, check the meaning in your dictionary.

a) to be ill/sick/unwell
b) to have a temperature/fever
c) belly/stomach
d) cheek/cheeky/chin
e) sprained/twisted/broken
f) pimples/rash/eczema/spot
g) department/ward
h) ambulance/surgery/waiting room
i) doctor/nurse/male nurse
j) chemist´s/pharmacy/drugstore
k) to heal/to cure
l) maternity hospital/mental hospital/clinic/old people´s home/hospice
m) prescription/receipt/recipe
n) to hurt/to injure
o) illness/disease

Task 12 Match the sentences in column A with the sentences in column B.

A	B
1. I am sitting my school leaving exam tomorrow.	a) I´ll keep my **fingers** crossed for you!
2. My sister and I were just talking about you.	b) It´s **heading** towards Glasgow.
3. I can´t fix the car on my own.	c) I won´t tell you anything. You are a real big **mouth**.
4. Can I have another one of these cocktails?	d) Your **ears** must be burning!
5. Come on, tell me about it.	e) He is a pain in the **neck**.
6. My father will take care of your garden.	f) Don´t worry. I will give you a **hand**.
7. Where does this train go?	g) Of course, but be careful. They really go to your **head**.
8. I can´t stand Kevin. He is so annoying.	h) He´s got green **fingers**.
9. Sue is very self-confident. She thinks she knows everything.	i) I´ve got butterflies in my **stomach**.
10. I am terribly nervous about my exam.	j) She is the **armpit** of the universe.

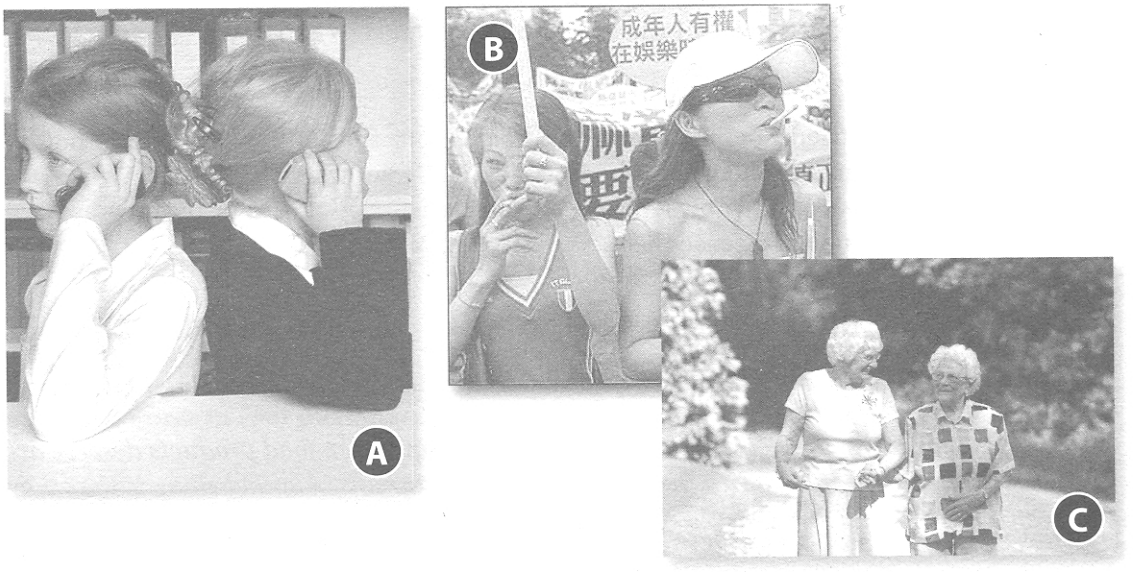
Task 13 Idioms

Work in groups. Read the text. Replace the underlined expressions with other words without changing the original meaning. Then, translate the following text into Slovak and compare your translations with other groups. Make sure you find the most suitable Slovak equivalent for the English idioms that are underlined.

When thinking about giving up smoking you should [1]bear in mind the effects your smoking has on your friends and family. Do you often find that you [2]lose your temper with your parents when they try to stop you smoking? All young smokers are [3]in the same boat: You often find that you [4]feel under the weather, especially with such things as that disgusting smoker's cough, or [5]going to any lengths to get that first cigarette of the morning.
Now is the time [6]to come to your senses, [7]pull yourself together, and [8]put an end to this expensive habit. If you are not sure how to stop, then you should consider [9]having a word with your doctor or looking for some information elsewhere. It [10]goes without saying that you may [11]find it difficult to simply stop by yourself, especially if you have been smoking for some time. [12]Take your time, but when you [13]have the situation under control you will feel better, and [14]in the long run your health will improve.

☐ SPEAKING

A **Look at the pictures below. Describe the female couples in each picture and talk about how their behaviour affects their health. Compare and contrast their lifestyles. Say what people of different ages should do to stay fit and healthy.**



Pozri ukážku tejto odpovede na DVD: A. Opis a porovnanie obrázkov (a návod v Knihe 2).

B **Talk about the most common diseases people get in their lives.**

- **Talk about:**
  - their symptoms,
  - how people feel when they have these diseases,
  - what kind of doctor they go to see (GP, dentist, specialist...),
  - what questions doctors might ask their patients,
  - what medication and advice they are given in order to make them feel better and healthy again.

C **Simulation**

Your friend does not care a lot about his health. Despite his/her terrible cough, he/she keeps smoking. He/she has tried to give up smoking many times but he/she has never succeeded. He/she does not play any sport. You are a bit worried about his health. What would you tell him/her? How could he/she quit smoking? What activities would you *recommend* to him/her to make him/her feel better?

D Role-play "HEALTH TROUBLES"

You: You have just returned from the Philippines, where you worked as a volunteer helping rescue workers save and treat victims of an earthquake. You are teasing your friend; *pretend* that you are not feeling well and complain that maybe you have caught some contagious disease. *Describe* all the symptoms you have to alarm your friend who is hypochondriac.

Your partner: Your friend has just returned home from the Philippines, where he/she spent his/her summer holidays. He/she feels sick. *Ask* what worries him/her. *Show sympathy* and *calm* your friend *down*. However, you are worried that your friend may have caught some contagious disease there.

☐ WRITING an essay *(písanie eseje)*



Nowadays, alternative medicine is becoming very popular. Green food products deserve attention since they provide us with many minerals and vitamins. Another thing is that they can cure and prevent some diseases. Do you believe in alternative medicine?

Step 1: On the Internet, search for more information about green food products (specifically chlorella pyrenoidosa and young barley grass). *List* their *advantages* and *disadvantages*. Search for some case studies of patients using green food products.

Step 2: Write an essay about the effects of green food products. *Consider positives and negatives aspects* of eating them. Give some examples.

9 EDUCATION



Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin

It´s possible to store the mind with a million facts and still be entirely uneducated.

Alec Bourne

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **educational system:**
  pre-school education: nursery school, kindergarten
  primary education: primary school (Britain), elementary school (the USA)
- *secondary education*: secondary grammar school ("gymnázium"), comprehensive school (Britain), public school (Britain, the USA), high school (the USA), middle school (the USA), secondary vocational school (Slovakia),
- *higher/tertiary education*: college, university (undergraduate studies, graduate studies, postgraduate studies)
- **organisation of the school year:** term (BrE)/semester (AmE), timetable (BrE)/schedule (AmE), lessons, breaks, holidays
- **school subjects:** compulsory, optional, humanities (foreign language, literature, history, civic education, art, music), science (biology, chemistry, physics, maths, geometry, information technology), physical education (PE)
- **exams:** entrance exam, school leaving exam, midterm exam, final exam
  – evaluation, criterion (pl. criteria), assessment, marks, school report, skill certificate, diploma
  – to take (sit) an exam, to pass an exam, to fail an exam, to retake an exam, to succeed at the exam
- **people in education:** pupil, student, learner, teacher, professor, dean, headmaster/headmistress (headteacher)/principal (AmE), deputy, supervisor, course instructor, trainer, trainee, junior, senior, freshman, sophomore
- **students´ activities:** to learn, to study, to acquire, to practise, to participate, to achieve, to be involved in, to improve in, to apply for, to be rewarded, to entertain, to enjoy, to sign up (some course), to perform, to do homework, to hand in an assignment on time, to make mistakes, to defend (a diploma work)
- **teachers´ activities:** to teach, to explain, to facilitate, to share, to support, to encourage, to examine, to test, to mark essays, to evaluate, to provide with feedback, to consult, to recommend, to involve students in
- **extracurricular activities:** clubs, sport teams, school orchestra, chess club, painting, pottery, radio club, filming, drama club, literary club, horse riding, taking photography
- **problems at schools:** disciplinary problems, lack of finances, lack of motivation, lack of respect, poor cooperation between teachers and parents, bullying, cribbing, playing truant, skipping classes, being expelled from school, not fulfilling the necessary criteria to obtain credit, failing exams

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Which kind of school do you attend?
2. What do you like/dislike about the school you attend?
3. Which class are you in?
4. How do you get on with your classmates and your teachers?
5. Which are your favourite subjects? Why?
6. Which after-school activities does your school offer?
7. What are the qualities of a good teacher?
8. What are the qualities of a good learner?
9. Would you ever like to be a teacher? If yes, at which type of school? Which subject would you like to teach?
10. What is the role of teachers in our society? Are teachers more/less respected than they were in the past? Why?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

Most people realise that a good **qualification** is very important for a successful career. Educational systems and types of degrees vary from country to country.

THE BRITISH SCHOOL SYSTEM

The educational system in England, Scotland, Wales and Northern Ireland differs. Primary education starts, in fact, in a **nursery school** and **kindergarten**. British children begin their education at the age of 5 and must **attend** school to the age of 16. In Britain, there are state schools and **public schools.** The **majority** of British children are educated in state schools which are **free of charge**. There are many public schools in Britain, mainly for the 13–18 age group. Many of them are **private boarding schools** which are **peculiar to** Britain. The most exclusive ones, with a long tradition, are *Eton, Harrow* and *Winchester.* Their tuition **fees** are very high. Children in Britain continue to study at a secondary school: 1. **comprehensive schools** (which offer a **general education),** 2. **grammar schools** (which prepare students for university study), 3. **modern schools** (which **provide** general **education** and **focus** more **on** practical activities), 4. technical schools (which put **emphasis** on education in the areas of industry, commerce and agriculture). This ends at the age of sixteen when most pupils take some form of public examination in eight to ten **subjects**. These *General Certificate of Secondary Education (GCSE)* exams are national and give **pupils** a qualification that is **recognised** across the whole country. Most pupils continue their further education after sixteen, for another

two years, in the sixth **form** (two extra years at school) or at **college.** During these two years, students take a more academic form of study leading to **advanced** examinations (A-Levels) in two to four subjects. These examinations are very important for those who want to go on into higher education: 1. universities, 2. polytechnics and 3. colleges of higher education (for future teachers for example). The oldest and the most **prestigious** British universities include *Oxford University* and *Cambridge University*. The most common titles for those who have **graduated from university** are BA (Bachelor of Arts), BSc (Bachelor of Science), BEd (Bachelor of Education). Postgraduate titles are MA (Master of Arts), MSc (Master of Science), PhD (Doctor of Philosophy).

1. When do British children start going to schools?
2. Which types of secondary schools are there in Britain?
3. What is the difference between further education and higher education?

THE AMERICAN SCHOOL SYSTEM

Americans take great pride in their schools and want their children, as parents do everywhere, to have the best possible education. There is great **variety** and flexibility in elementary, secondary and higher education throughout the country. Each state is **responsible for** its own educational system. There are both state and private schools in the USA. Private schools are smaller and are usually supported by church groups or by private funds. Private school pupils pay their tuition. Most American children attend state schools. American state schools are called public schools (which should not be **confused** with British public schools – those are actually private). Three levels can be **distinguished** in the American public school system: 1. **Elementary** (Kindergarten – 6th **grade**), 2. **Middle School** (6th –8th grade), 3. **High School** (9th –12th grade). At high schools students have both **compulsory** and **optional** subjects. At the end of the final year at high school, students take a **nationwide** test, called the *Scholastic Achievement Test (SAT)* in all subjects and the scores are used for college **entrance requirements.** About half of all young people who **graduate from** American high schools continue their education at colleges and universities. The USA has some of the world's most **outstanding** universities including *Harvard University (Massachusetts), Yale University (Connecticut), Princeton University (New Jersey)* amongst others.

4. What have you learned from the text about private and state schools?
5. What is the difference between public schools in Britain and public schools in America?
6. What is the "SAT"?

THE SLOVAK SCHOOL SYSTEM

In Slovakia, **pre-school** education starts at kindergarten. **School attendance** is compulsory from the age of 6 when pupils start attending either state schools, private schools or church schools. The school year lasts ten months and it is divided into two **terms**. At the end of each term, students get a **school report** with **marks** for almost all subjects.

Primary education takes nine years at primary school. However, some students start their studies at "8-year grammar schools" as soon as they finish the 5th grade of primary school. Most students start the secondary level of education after **finishing** the 9th grade of primary school. Those students who want to get into *"gymnázium"* (secondary grammar school or high school) have to take **entrance exams.** This type of school is very popular since it prepares students for university study. It is also highly **selective** and only the best **applicants** are taken. The five-year study programme is sometimes bilingual. *Stredná odborná škola* (secondary vocational school) includes secondary business schools, technical schools and medical schools. *Združená stredná škola* (secondary "grouped" school) and their **training centres** prepare students for different kinds of professions. Studies usually last four years and end with a **school leaving exam** called *"maturita"*. This exam is very important because its results **are taken into account** when students apply for university studies.

However, most students in our country have to **pass** entrance **exams** to be **accepted** into most universities. Applicants can decide whether they want to **study part-time** or **full-time**. The largest and oldest Slovak university is *Comenius University* in Bratislava. During university studies many students decide to spend a term or a year at a foreign university as **exchange students**. Many Slovak university students and graduates work abroad during the summer because it is an excellent opportunity to make some money, speak a foreign language, see new cultures and meet new people. Studying or working abroad is extremely useful for them because they improve their foreign language skills and get to know new cultures. They also learn to live independently. This often makes them more **self-confident**. In recent years, the European Union has tried to reform higher education across the whole of Europe. In 2005, a new *"maturita exam"* (school leaving exam) was introduced. Its main goal was to **unify** written tests and **standardise** other exams. Furthermore, the Anglo-American BA (bachelor) – MA (master's) **degree** system has been introduced.

7. What types of secondary schools are there in Slovakia? What do they prepare their students for?
8. In which aspects does the Slovak school system differ from the American and the British?

EXTRACURRICULAR ACTIVITIES

There are many different clubs and sports teams at schools which meet after lessons. Many schools publish their own student newspapers and some have their own radio station. At secondary schools in our country many students spend their free time attending language courses or extra lessons to prepare themselves for the school leaving exam and university entrance exams. In Britain and the USA, many schools have an orchestra that gives concerts or a drama group that **stages a play** at Christmas. In the USA there are school teams that play baseball, basketball and American football against other schools.

9. According to the text which activities do schools offer after standard lessons?
10. Does your school offer any of them?

SUMMARY

Once you have read the text above, quickly scan the following chart. Work in groups of three. Study the basic information about one of the school systems provided below. Then, report the information to other students in your group. Compare and contrast the facts. Explain which school system you consider to be the best and explain your reasons.

	Slovakia	Britain	The USA
Compulsory schooling	9 years	11 years	11 years
Pre-school education	*Jasle* (Nursery school) *Škôlka* (Kindergarten)	Nursery school Playgroups Kindergarten	Nursery school Kindergarten
Attendance starts at the age of	6	5	5
Primary education	*Základná škola* (Primary school) 1–4 year 5–9 year	Primary school a) Infant school (age 5–6) b) Junior school (age 7–10)	Elementary school (1st–6th grade)
Secondary education	Types of secondary schools: a) *gymnázium:* grammar school b) *stredná odborná škola:* secondary vocational school c) *združená stredná škola* secondary "grouped" school	Types of secondary schools: a) comprehensive schools b) grammar schools c) modern schools d) technical schools GCSE exam: at the age of 16	Types of secondary schools: a) Middle School (6th–8th grade) b) High School (9th–12th grade)
EXAM	*Maturita* (school leaving exam)	A-level exam (at the age of 17/18)	Scholastic Achievement Test (SAT)
Higher education	*Vysoká škola* (college) *Universities*: – state university – private university	a) University b) Polytechnic c) College of Further Education	a) University b) College: – Junior College – Senior College
Organisation of the school year	two semesters	three terms	two semesters or three trimesters

(Adapted from http://en.wikipedia.org)

☐ VOCABULARY LIST

to accept to – prijať do
advanced – pokročilý
applicant – uchádzač
to attend (school) – navštevovať školu
college [kɒlɪdʒ] – vysoká škola
comprehensive school – stredná všeobecno-vzdelávacia škola
compulsory [kəm'pʌlsərɪ] – povinný
to confuse [kən'fju:z] – zmiasť
degree – akademická hodnosť, titul
to distinguish – rozlíšiť
elementary school (AmE) – základná škola
emphasis – dôraz
entrance exams – príjmacie skúšky
entrance requirements [rɪkwaɪəmənts] – požiadavky na prijatie
exchange student – študent na výmennom pobyte
to focus on – sústrediť sa na
free of charge – bez poplatku, zadarmo
grade (AmE) – trieda, ročník
graduate – absolvent (BrE: univerzity, AmE: strednej školy)
grammar school – stredná škola (gymnázium)
high school (AmE) – stredná škola
kindergarten – materská škola
majority [mə'dʒɒrətɪ] – väčšina
mark – známka v škole
middle school – stredná škola
modern school (BrE) – stredná škola
nationwide – celoštátny
nursery school – materská škôlka
optional [ɒpʃnəl] – voliteľný
outstanding – vynikajúci
peculiar (to) – príznačný, typický (pre)
polytechnic (BrE) [pɒlɪ'teknɪk] – škola vyššieho vzdelania technického zamerania
postgraduate – doktorand, doktorandský
pre-school [pri:sku:l] – predškolský
prestigious [pre'stɪdʒəs] – prestížny, významný
primary education – základné vzdelanie
private boarding school – súkromná internátna škola
public school [pʌblɪk] – stredná škola (BrE: súkromná, AmE: štátna)
pupil – [pju:pl] žiak
qualification – kvalifikácia
to recognise – uznávať
responsible (for) – zodpovedný (za)
school attendance – školská dochádzka
school-leaving exam – záverečná skúška, maturita
school report – vysvedčenie
selective – výberový, selektívny
self-confident – sebavedomý, sebaistý
sixth form – šiesta trieda (pre 16-ročných)
to standardise [stændədaɪz] (AmE: standardize) – štandardizovať
technical school – technická škola
term (BrE) – semester
training centre – školiace stredisko
tuition fee – školné
to unify [ju:nɪfaɪ] – zjednotiť
variety [və'raɪətɪ] – rozmanitosť, výber
to take into account – (zo)brať do úvahy
to graduate from university – absolvovať, vyštudovať univerzitu
to pass an exam – zložiť skúšku
to provide education – poskytovať vzdelanie
to stage a play – (z)inscenovať hru
to study full-time – študovať denne
to study part-time – študovať diaľkovo

☐ VOCABULARY PRACTICE

Task 1 Make the pairs from the following words. Sometimes, there are more possible combinations.

Example: school attendance

secondary – training – school – compulsory – entrance – subjects

exam – primary – extracurricular – elective – sport – title – activities – teams – centres – bilingual – final – midterm – report – marks – boarding – education – postgraduate – tertiary – system – leaving – vocational – academic – level – evaluation – optional

Task 2 Add the verbs in column A to the words in column B to make well-known phrases. 8

A		B
Example: to acquire	g	
1. to attend	___	a) a classmate
2. to bully	___	b) a scholarship
3. to grant	___	c) an exam
4. to pass	___	d) attention
5. to play	___	e) students
6. to mark	___	f) essays
7. to pay	___	g) knowledge
8. to examine	___	h) a school
9. to skip	___	i) truant
10. to be expelled	___	j) by heart
11. to cheat with	___	k) crib sheets
12. to apply for	___	l) from school
13. to memorise	___	m) definitions
14. to learn	___	n) university study
		o) classes

Task 3 Are the following words connected with primary/secondary/university education or with extracurricular activities?

a student – a pupil – a teacher – a headmaster – a supervisor
a lecturer – a professor – a dean – a coach – a deputy – a vice-dean
a trainee – a freshman – a sophomore – a trainer – a rector

Task 4 Express your opinion. What qualities make a good teacher? What qualities make a good student? Talk about them and use the adjectives in the box below.

strict – fair – tolerant – responsible – democratic – authoritative – creative – interested – clever – informed – educated – narrow-minded – easy-going – frustrated – flexible – liberal – friendly – hardworking – experienced – broad-minded – ambitious – respectful – motivated – demanding – facilitative – anxious – tense – pleasant – honest – conservative – empathic – curious – responsive – malicious – traditional – innovative

☐ LISTENING

Task 5 Studying Medicine in England I

You are going to hear Mike talking about studying at university in England. Decide whether the following statements are true (A), false (B) or whether the information was not given (C). Listen to the recording twice.

CD 1 Track 18

1. **Mike has been studying medicine for two years.**
   A (true) *B (false)* *C (not stated)*

2. **Students first take their A-level exams and then they apply to university.**
   A (true) *B (false)* *C (not stated)*

3. **Students in England pay at least £1000 a year in tuition fees.**
   A (true) *B (false)* *C (not stated)*

4. **The best students do not have to pay for their accommodation at university.**
   A (true) *B (false)* *C (not stated)*

5. **There are about 3,000 students at Mike's university.**
   A (true) *B (false)* *C (not stated)*

6. **Mike always has to wait in line to use a computer at university.**
   A (true) *B (false)* *C (not stated)*

7. **A hospital is not far from Mike's university.**
   A (true) *B (false)* *C (not stated)*

8. **Mike found it hard to get used to university.**
   A (true) *B (false)* *C (not stated)*

Task 6 Studying Medicine in England II

You are going to hear Mike talking more about university life. Fill in the missing words in the summary below. Listen to the recording twice.



Mike has more [1]_____ **(1 word)** at university, but this means that he has to be more [2]_____ **(1 word)** to his studies. He has to look after himself: There is no one to do his washing, cooking or [3]_____ **(1 word)**. Only the first years attend Fresher's [4]_____ **(1 word)**, which is a great opportunity to meet new people, and for lots of drinking and [5]_____ **(1 word)**. Mike normally gets up [6]_____ **(1 word)** during the week to go to university. There are many evening activities, including many clubs and [7]_____ **(1 word)**. Mike is a member of the scuba diving and [8]_____ **(1 word)** clubs. He also plays hockey for the university.

LANGUAGE IN USE

Task 7 **Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.**

Example: I have still not finished my [0] studies.

My cousin, Pete, [1] _____ from university last year. I was really quite surprised that he managed to pass all his [2] _____ because I never saw him studying. He [3] _____ applied for postgraduate study, but he was not [4] _____. He even considered trying some [5] _____ universities, but they would be too expensive. Instead, he has been looking for some job, but [6] _____, he still has not found one. He has sent out lots of [7] _____ letters, so I hope that he will find something [8] _____ soon.
It is quite [9] _____ for me because I should be finishing my [10] _____ next year and I will be in the same position as him.

0. STUDENT
1. GRADUATION
2. EXAMINE
3. RECENT
4. SUCCESS
5. FOREIGNER
6. FORTUNE
7. APPLY
8. INTEREST
9. WORRY
10. EDUCATE

Task 8 **Pete, a 4th year-student at grammar school is being given advice by his school advisor about applying for university. Read the advice and circle the appropriate modal verb.**

If you want to study at university, you [0] SHOULDN'T/(SHOULD) study hard. If you [1] CAN/SHOULD speak any foreign languages very well, you [2] HAVE TO/COULD choose to combine another subject with a language. It [3] MIGHT/MUST help you with your future career. Whatever you decide to study, you [4] MUST/MIGHT submit your application forms with your school reports by the end of February. It's very important to do that. You [5] SHOULDN'T/DON'T HAVE TO send them later. After the deadline, they [6] DON'T HAVE TO/MUST register you. If you [7] MIGHT/MANAGE TO send your application on time, you [8] WON'T/MIGHT get invited for the entrance exams. Before you go to the entrance exams, you [9] SHOULD/COULD NOT do some sample tests. They are normally available from the universities themselves. For some subjects, you [10] MUST/SHOULD NOT memorise numbers, facts or definitions which [11] MAY/NEED TO seem useless to you. On the day of the exams, you [12] MIGHT BE/COULD HAVE BEEN quite stressed. Try to stay calm and you should be able to do well.

☐ READING

Task 9 **Read the text about Japanese schools below. There are some sentences that are missing. Choose which option (A–J) best fits into the gaps (1–7). There are three extra sentences which do not fit any of the gaps.** 8

SCHOOLING IN JAPAN

Slovakia and Japan are very different countries. This is true not only concerning politics, culture and religion but also about the educational system. The differences can be seen the moment you enter a Japanese classroom. 1 They all wear exactly the same uniform. It is totally different from Slovak schools where there is no school uniform as such. The system is so strict in Japan that students are not allowed to dye their hair. 2 They cannot wear watches or earrings, and even have to have standard schoolbags. They cannot even carry money. It will take you a long time to find a cleaner in a Japanese school. 3 After school the students spend fifteen to thirty minutes cleaning the whole building. Everything from taking out rubbish and scrubbing the floors to cleaning the toilets. 4 The fact that students are responsible for the cleaning means that there is very little graffiti in the schools. Most of the graffiti that is there is written in pencil. 5 All students study extremely hard. They know that if they fail at school they will not get a second chance in life. Just a few bad marks can mean the difference between a high-powered executive job and life on the factory floor. 6 They only get six weeks of summer holidays to recover. Does all this mean that the students get a better education? 7 When it comes to languages like English, the students are not good enough. They are taught to remember words and phrases by heart instead of using them in communication.

(Adapted from Reader´s Digest: Kristof, N.: Should Our Schools Be More Like Japan´s?, p. 117)

A) Therefore it can easily be cleaned off.
B) The students look neat and tidy.
C) Well, they are among the best in mathematics and science.
D) They travel to school by school bus.
E) Obviously that is the least popular job.
F) They are sent home if they do so.
G) If they hadn't respected the rules, they would have been expelled from the school.
H) The examinations are very difficult and stressful for the students.
I) You can find one among the students themselves.
J) In fact, they study far more than anyone can imagine.

Task 10 **Read the text about learning. Decide whether the following statements 1–8 are true or false. Write the letter A–G of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once.** —8

ARE YOU AN EFFICIENT LEARNER?

A	Psychological research shows that we have a tendency to underestimate our mental powers. We would be able to learn much more if we had more confidence in our memory and knew how to use it properly.
B	The first important thing about learning is the place. Things are more likely to be remembered if you are in exactly the same place as you were when you learnt them. So if you are a student who constantly eats chocolate while learning, it would be sensible to eat some before going into the exam.
C	The second important thing is when you learn. Many people say that they are able to concentrate and learn some information at a certain time of day. According to researchers, there is a biological rhythm for learning which affects different people in different ways. It is said that the best time for learning is in the morning. The afternoons are ideal for revision of the information learnt in the morning.
D	However, this does not apply to everyone. But establishing your own rhythm is essential for effective learning. You can try to memorise a few lines of poetry at different times of the day and then you will see when most lines are remembered. Learning marathons are not the best use of your mind. Your brain needs many breaks to digest chosen information and get ready for more processing.
E	Learning goes well when people learn in a positive environment, when they are motivated and feel challenged. Lack of motivation, fear or anxiety are distracting factors for the learning process. A learner who is worried too much about his exam and whose thinking is negative is more likely to be less successful.
F	Learning is an active process. Putting a book under your pillow will not help you learn. Your teachers can provide you with information but only *you* can learn it. Trying to "download" a whole book into your mind is not an efficient way of using your time unless you have a photographic memory. Memorising definitions and author´s words are not good strategies either.
G	Making your own notes from your reading material makes you apply an extra stage of processing to the information before it reaches your memory. Underlining key information in a text, making notes and re-ordering information are helpful revision techniques.

(Based on the ideas of John Nicholson, researcher in psychology)

1.	**Learning information in a short time is good practice for your brain.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
2.	**Learning definitions by heart is not recommended for visual learners.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
3.	**Learners are recommended to write down some ideas from the material they have studied.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
4.	**Afternoons are better for every learner to go over previously learned information.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
5.	**The time of learning affects the efficiency of the learning process.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
6.	**Eating chocolate before an exam can guarantee success for some learners.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
7.	**People would learn more efficiently if they knew how to use their mental powers effectively.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
8.	**The learning environment and learners´ feelings influence a learner´s success.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐

Task 11 **Read the following information about some young people who are deciding where to study. Match their names (1–5) with the best option from paragraphs (A–F). There is one extra option.** ~~8~~

1. **Frederik** is German and likes to compose music and write lyrics. His mother is ill, so he does not want to study abroad. *The best option is:* _____.
2. **Monika** has retired and wants to do something meaningful. She likes to visit galleries and old European towns. *The best option is:* _____.
3. **Johan's father** is a successful businessman in the Netherlands and wants his son to become one too. Johan agrees but he would like to study abroad. He has always been a very good student. *The best option is:* _____.
4. **Judith** is a Hungarian who is interested in nature and wants to study abroad for three years. *The best option is:* _____.
5. **Martin and Cleo** are enthusiastic young nature lovers. They would like to study but they wouldn't like to sit in class all day. *The best option is:* _____.

A) Central European University (CEU)

is an international university in Budapest with 1,200 students from 80 countries. The language of communication is English. It follows the American model in research, teaching methods and in the training of doctoral students. The study programmes have helped its graduates obtain good careers in different spheres of the economy. The programme follows selective admission criteria.

(Adapted from http://ceu.bard.edu)

B) US School of Commercial Music (USSCM)

is the only on-line college of music that offers diplomas in contemporary music. You learn in a short time and much more cheaply. Are you serious about music? If so, why wait? You design a programme, which is best for you and then study affordably from home or on the road anywhere in the world. Get a Music College Diploma via USSCM's distance learning on-line music education programmes which combine Performance, Improvisation, Song Writing and Music Production.

(Adapted from http://www.usschoolofmusic.com)

C) University of Hull (UK)

BA in Scriptwriting – the aim of the course is to introduce students to the art of scriptwriting in a wide variety of genres and forms. Students mostly practise writing scripts but also essays and other genres. The course is appropriate for students who wish to work in television and film as readers, script editors or scriptwriters.

Hull is located 25 miles (40 km) from the North Sea. It has excellent public and private schools and great recreational facilities including a golf course, parks, a playground, a swimming pool, a cycle path, a library and much more.

(Adapted from http://www.don.ac.uk)

D) Culture & Development Studies: Cusco, Peru

Experience life in Peru, hike the Inca Trail to Machu Picchu, enjoy discussions with your professors, and volunteer in the local community... this is your class schedule. Help build a school, teach reading or vaccinate children during your semester abroad. Your programme includes: volunteer projects, Spanish and academic classes, home stay family living, weekly adventures and 16 semester credits. Apply early to secure your position! Home stay accommodation, Spanish language classes and cultural excursions... Explore the richness of Peruvian life. This is the semester of a lifetime! Language: Spanish.

(Adapted from http://www.myproworld.org)

E) Master of Science in Industrial Ecology, Trondheim (Norway)

Energy production, environmental management, climate change and waste recycling are the areas we work with. We aim to integrate environmental issues together with economic effectiveness. The MSc in industrial ecology is a two-year full-time degree programme for both Norwegian and international students. All courses are taught in English. We accept students with a BSc/BEng/BA degree in Architecture, the Natural and Social Sciences, Economics or Business and Administration.

(Adapted from www.studyabroaddirectory.com)

F) University of Cambridge (UK)

Degree in History of Art and Architecture is a nine-month course which consists of classes, seminars and individual study. Competence in foreign languages (Italian, French or Spanish) is also important. Language courses in Latin and modern foreign languages.

(Adapted from www.cam.ac.uk)

☐ REVIEW

Task 12 Correct the following translations. Be careful as all translations are wrong because they are either FALSE FRIENDS (a word in a foreign language which appears similar to a word in your language but with a totally different meaning) or NEGATIVE TRANSFERS from Slovak.

SLOVAK EQUIVALENT	WRONG TRANSLATION	CORRECT TRANSLATION
promócie	👎 *promotion*	a) 👍
stredoškolský professor	👎 *professor*	b) 👍
gymnázium	👎 *gymnasium*	c) 👍
maturita	👎 *maturity*	d) 👍
základná škola	👎 *basic school*	e) 👍
vysoká škola	👎 *high school*	f) 👍
písať písomku/test	👎 *write an exam*	g) 👍
pani učiteľka Fosterová	👎 *Mrs. teacher Fosterová*	h) 👍
tabuľa	👎 *table*	i) 👍

Task 13 What is the difference in meaning between the following words? If you are not sure, check the meaning in your dictionary.

a) high school/college/university

b) faculty/department

c) to take an exam/sit an exam/pass an exam/fail an exam/retake an exam

d) homework/essay/assignment

e) lesson/hour

f) classmate/schoolmate/roommate/flatmate

g) college/colleague

h) professor/teacher

i) class/classroom

j) pupil/student

Task 14 What do the following academic titles stand for? What equivalents do they have in your country? 8

BA –

BSc –

BEd–

MA –

MSc –

MEd –

PhD–

MPharm –

EnvE –

DIT –

MBA –

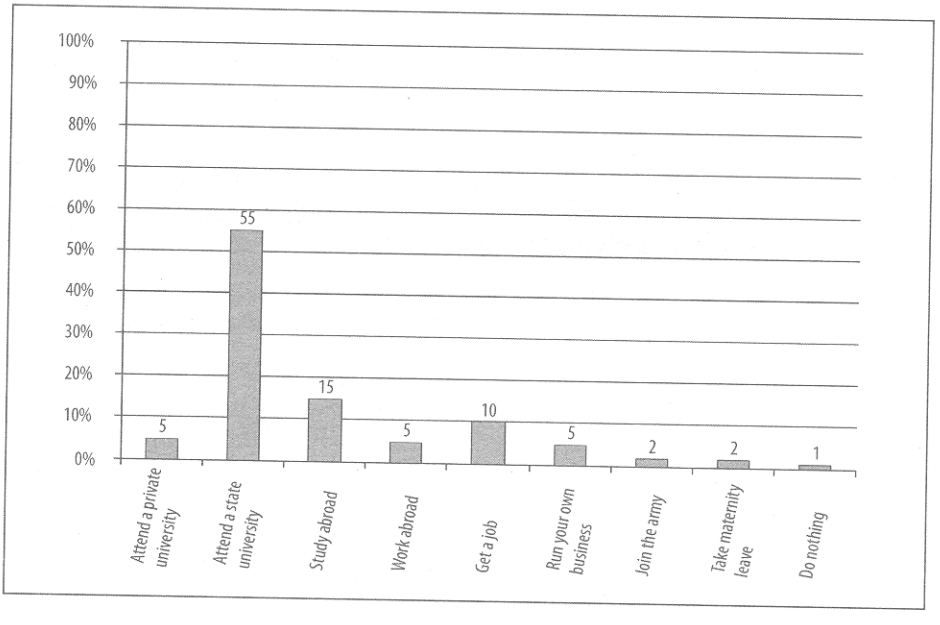
LLM –

DVM –

☐ SPEAKING

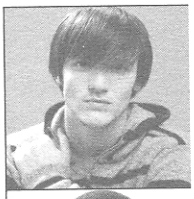
A **Look at the graph below and interpret its results.**

Compare and *contrast* the data that show what 50 secondary school students would like to do after leaving school. Talk about the data which you find most surprising. Discuss which of the following you would/wouldn´t like to do after your school leaving exams.
See also Some useful phrases and expressions on page 313 (Box 11).

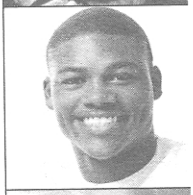


B **React to the following opinions of 18-year-old students. Do you agree or disagree with them? Express and justify your opinions about the statements below according to the scale provided.**

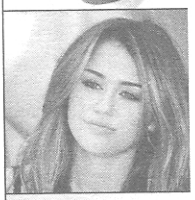
TOTALLY DISAGREE – DISAGREE – NOT SURE – AGREE – TOTALLY AGREE



Simon: *"In my opinion, being well-educated is the highest personal all-life achievement."*



Peter: *"I think that many university graduates stay either jobless or get jobs which are not very attractive and satisfying."*



Sophia: *"I honestly feel that young people who are clever and hard-working have far more job opportunities abroad."*



Lucy: *"Personally, I think that private universities are a bad thing because they are open only to the children of the rich."*



Martin: *"As far as I see it, state universities have a longer tradition than private universities and therefore they offer better education and more experienced teachers."*

C **Read the list of extracurricular activities below. Which of them do you find the most and the least interesting? Talk about them and give reasons for your choice. Think about what other extracurricular activities would be attractive for your classmates. Talk about the extracurricular activities at your school. Are you involved in any of them?**

Name of club	Activities	Frequency
Dance Club 	Dancing in pairs-ballroom dances, basics of Latin-American dances, hip hop. Teachers are flexible and teach dances according to the interest of students.	Once a week

Photography 	Understanding the basics of photography as well as taking photographs. We exhibit the best photographs in our school gallery.	Once a week
Chess Club 	We play chess and organise competitions between schools in our region.	Once a week
Football 	Boys and girls can join us. You will learn the rules of fair play. The best footballers are recommended to professional teams.	Twice a week
Drama 	Do you like the theatre? If you do, then join us. We give performances at school parties.	Twice a week
Radio Station 	Our radio needs good speakers. Good communication skills and those with good voices are welcome.	Daily
Literary club 	We read books and then discuss them. Books are better than TV. Join us.	Three times a week

D Role- play "GRADUATION PARTY"

You: *Invite* your classmate, an exchange student from Brazil, to come to your "stužková". Tell him/her that it is a formal gathering of secondary school leavers that requires formal clothes. Try to *persuade* your friend to come even if he/she refuses to come. *Tell him/her* more about the ceremony and its official part to make it sound more special.

Your partner: You are a Brazilian exchange student in a Slovak secondary school. You have been invited to a graduation party (which is called "stužková" by your classmates). *Refuse* the invitation politely and *explain* that you have no formal clothes for it. Your friend will try to persuade you to come anyway. *Decide* whether to go or not.

☐ WRITING a project proposal



písanie formálneho listu (návrh projektu)

All the schools in your area have been invited to apply for a grant from an American organisation. The organisers are offering 10 000 USD to the school whose pupils have the best ideas on how to spend the money. Write your project proposal, where you will explain what your school needs the money for. *Persuade* the readers that your school is the best candidate to participate in the project.

10 JOBS



If you have no problems at your job, you don't have a job, you've got a hobby.

Ronald Dunn

Doing nothing is the most tiresome job in the world because you cannot quit and rest.

Author Unknown

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **physical and intellectual work:**
  - –hairdresser, barber, carpenter, bricklayer, butcher, baker, mechanic, shop assistant, plumber, cleaner
  - –banker, clerk, teacher, university lecturer, scientist, doctor, architect, journalist, psychoanalyst, interpreter, translator, sales representative, lawyer, attorney, artist, musician, accountant, surgeon, politician, mayor
- **employment:**
  - –to take on, to take up a post, to employ sb., to hire sb., to search for..., to hunt for...
  - –employer, employee, unemployed/jobless, self-employed, volunteer, long-term/permanent contract, short-term/temporary contract, part-time job, full-time job, freelance, seasonal jobs, casual job
- **schedules:**
  - –35-hour working week, eight-hour working day, work from 9 to 5, overtime, flexitime, shift work, night shift, doing flexitime, telecommuting (telework)
- **hiring:**
  advertisement, application, background check, drug testing, job-hunting, probation, personnel department, personnel selection, employment counsellor, curriculum vitae (CV), motivation/cover letter (job application), references, interview, overqualified, recruiter, recruitment
- **job termination:**
  dismissal, letter of resignation, layoff, suspension, permanent termination of employment, retirement, early retirement, pensioner, pension, to quit, to resign, to get the sack
- **unemployment**:
  voluntary, involuntary, jobless, to be made redundant, to be dismissed, to be fired, to be sacked, job agency, unemployment benefits (the dole)
- **factors when searching for a job:**
  working hours, possible promotion, career development, travel opportunities, place of work, commuting, further education and training, career vs. family life, tempting offer, benefits
- **benefits:**
  pay (salary, wages, income, pay rise, sick pay), medical benefits, vacation days, annual leave, health insurance, life insurance, parental leave, sick leave, unemployment benefit, bonus, perk
- **qualities and skills:**
  reliability, flexibility, responsibility, motivation, experience, communication skills, management skills, problem solving, dealing with complaints, creativity, team-building, following the latest trends, driving skills, patience, speaking a foreign language
- **responsibilities and duties:**
  to be responsible for, to deal with, to handle, to be in charge of, to involve, to control, to check, to manage, to supervise, to advise, to treat, to look after, to communicate in person, to run your own business, to set up/establish/found a company
- **career vs. family life:**
  workaholic, maternity leave, maternity pay, working mothers, to be under pressure

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Which jobs are typically done by men/women in your country?
2. Which job did you want to do when you were a child?
3. What kind of job would you like to get in the future?
4. How important is education if someone wants to get a good job?
5. What do people need to do to get a good job?
6. Which jobs do you think are the best/worst paid in your country?
7. Are people in your country prone to become workaholics?
8. What steps should people take when they look for a job?
9. Why do people become unemployed?
10. Does government in your country support the unemployed? How?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

ECONOMICALLY ACTIVE AND INACTIVE POPULATION

Work (or our **occupation**) plays an important role in our lives. This way we do not only **earn** money but also find our place in society, spend time with other people and feel useful. The economically active population **includes** people who **are willing** and **able to work** and people who **search for** work – **the unemployed**. The first group includes **self-employed** people and **employees.** The economically inactive people are **minors**, **the retired**, **the disabled**, **the sick** or those who do not wish or are **unable to work**.

When a child is born to a couple, it is usually the mother who takes **maternity leave**. In Slovakia, it normally takes three years. **Maternity pay** is not very high in our country, so the man is very often responsible for earning the **entire** family **income**. Later, when the child grows a little and is able to attend a **nursery school**, the mother often goes back to work. She has the responsibility for **childcare** and the household, so flexible working hours are very **convenient** for her. Many families cannot **afford** this, so women often continue working full-time and take care of the child and the household too. It is very difficult for every woman to have both a good family life and a successful career.

1. Which parts of the population are economically active and inactive?
2. How is the role of mothers with small children described in the text above with reference to job opportunities?

PHYSICAL AND INTELLECTUAL WORK

It is not easy to choose the right profession, especially at a young age. It is very important to have a profession that suits us and that we like. We have to **consider** several factors, such as the type of work, possible **promotion** and career development, salary, working time, **commuting**, travel opportunities and place of work amongst others. We basically **differentiate** between physical and intellectual work. Physical work **requires** physical **strength** and **persistence**. Most manual workers work in **manufacturing** or construct buildings. There are many different types of intellectual work. Some professions require detailed **knowledge** (e.g. scientists, doctors, **lawyers**, **accountants**), others talent and creativity (e.g. artists). There are more and more professions that require communication and organisation skills, such as **public relations** managers, **interpreters**, teachers, **psychoanalysts**, **sales representatives** and others. In most professions nowadays, it is important to follow the latest trends. If people want to "stay in", they have to develop their skills and keep informed. Therefore, they often **participate in** different post-graduate study programmes, go on training courses and attend different workshops, seminars and conferences. In some occupations, people have **responsibility** for other peoples' lives (e.g. doctors, pilots, drivers...). Some professions can be very dangerous. If you are a policeman, a pilot, a construction worker or a **truck driver** for example, there is a high risk of you being injured or being hurt in an accident.

3. Give some examples of jobs requiring physical and intellectual work.
4. What are the qualities and skills usually required for doing physical and intellectual work?

APPLYING FOR A JOB

Employment is a contract between an employer and an employee. The employer is a person or an institution which **hires** employees. In larger organisations **personnel selection** is organised by the ***Human Resources Department.*** Job **vacancies** are usually advertised in newspapers or on the Internet. Candidates send in their job **applications** and their **CVs**, together with a letter of motivation. Their CV should include personal data and details about their education, skills and work experience. Those who are selected are invited to an interview. At an interview they usually answer questions, describe their motivation and **expectations**. It is important for the candidates to prepare for the interview, to find information about the organisation or the company, to answer clearly and to stay calm. If a candidate **succeeds**, he or she is given an official **offer** of employment with a **defined starting salary**, position, **medical benefits** and **vacation days**. Most jobs give 4–6 weeks' paid holiday and **sick pay** for when employees are ill. Employees can be hired **to work full-time** or **part-time.** Some only have **fixed-term contracts.** They earn **wages** paid according to the number of hours, days or weeks that they work or a salary paid every month. It is important to differentiate between a salary **before tax** and **after tax**. It is usually low at the beginning of a career, but it increases with the **professional growth** and **progress** of the employees. Many people are self-employed and **run their own businesses.** They can, but do not have to, employ other people. People who are

paid neither wages nor **salaries** are called **volunteers** – they usually **work for free** in regions at war or regions hit by natural catastrophes.

5. What is employment according to the text above?
6. Referring to the text, what information should a CV and a motivation letter include?

WORKING SCHEDULES

The **working time** in Europe **varies** between 33 and 41 hours a week. In Slovakia, in most professions, the working time is 40 hours a week (8 hours a day). However, there are more and more professions where people work long hours. "**Shift work**" describes regular employment outside normal daytime hours and is typical for the **healthcare** service (doctors, nurses), **the emergency services** (e. g. **emergency** medical services, police and **fire-fighters**) and production and transportation (e. g. **machine operators**, **truck drivers**). In our country, people **in general,** start work at 8.00 in the morning and finish at about 5 p.m. They normally have a **lunch break** at lunch time. Some people have **flexible working hours,** which means they can work at different times. New technologies, especially the Internet, have enabled people to work from home. This is called **teleworking**. **Although** employers can **reduce** their **costs** this way, working from home is still not very **common** in our country.

7. Which professions require people to work in shifts and which ones enable people to work flexitime?
8. What is "teleworking"? What do you think are the advantages and disadvantages of teleworking for an employee?

LABOUR MARKET

The **labour market** in our country has changed in the last decade. More work opportunities have been created thanks to foreign investors coming to the country to **set up** their companies here. A lot of people had to complete their education or **retrain**. However, some fields still **lack a qualified labour force,** such as for **mechanical engineering** or in the building industry. The global financial crisis has increased unemployment; man people are **being fired** or **being made redundant.** In every society, there are people who are not willing to work and never will be. They **benefit** from the **social security system** – they are **on the dole**. They often work illegally or are **supported** by somebody else. After reaching a certain age, people **retire**. Men and women retire at different ages. The retirement age of women depends on the number of children she has. Sometimes, people take early **retirement**.

9. What are common reasons for people being unemployed according to the text above?
10. What is the retirement age for men and women in your country?

☐ VOCABULARY LIST

accountant [ə'kaʊntənt] – účtovník
to afford [ə'fɔ:d] – dovoliť si
after tax – po zdanení
application – prihláška
before tax – pred zdanením
to benefit – ťažiť z niečoho
childcare – starostlivosť o dieťa
commuting [kəm'ju:tɪŋ] – dochádzanie
to consider – zvážiť (si)
convenient [kən'vi:nɪənt] – výhodný
costs – náklady
CV (curriculum vitae) – životopis
defined starting salary – stanovený nástupný plat
to differentiate – rozlišovať
to earn – zarobiť
emergency service – pohotovostná služba
to employ – zamestnať
employee [ɪm'plɔɪi] – zamestnanec
employer [ɪm'plɔɪə(r)] – zamestnávateľ
employment – zamestnanosť
entire [ɪn'taɪə(r)] – celý, kompletný
expectation – očakávanie
fire-fighter – hasič
fixed-term contract – zmluva na dobu určitú
flexible working hours – flexibilný pracovný čas
to hire [haɪə(r)] – najať si
income [ɪnkʌm, also ɪnkəm] – príjem
interpreter [ɪnt3:prɪtə(r)] – tlmočník
job vacancy – voľné pracovné miesto
knowledge – vedomosti
labour market – trh práce
lawyer [lɔ:jə(r)] – právnik
manifacturing [mænjʊfæktʃərɪŋ] – výroba
maternity leave – materská dovolenka
maternity pay – materský príspevok
mechanical engineering – strojárstvo
medical benefit – liečebná starostlivosť
minor [maɪnə(r)] – neplnoletý
nursery schol – materská škôlka
occupation – povolanie, zamestnanie
offer – ponuka
to participate in – zúčastniť sa
persistance – vytrvalosť
personnel selection – výber personálu
professional growth – profesionálny rast
progress – pokrok
promotion – povýšenie
psychoanalalyst [saɪkəʊ'ænəlɪst] – psychoanalytik
public relations – styk s verejnosťou
to reduce – znížiť
to require [rɪkwaɪə] – vyžadovať
to retire – odísť do dôchodku
retirement – dôchodok
responsibility – zodpovednosť
to retrain – preškoliť sa, rekvalifikovať sa
salary – plat
sales representative – obchodný zástupca
to search for – hľadať
self-employed – samostatne zárobkovo činný
to set up – založiť
sick pay – nemocenská
shift work – práca na zmeny
social security system – systém sociálneho zabezpečenia
strength – sila
to succeed [sək'si:d] – uspieť
to support – podporovať
teleworking – práca z domu
the disabled – postihnutí
the retired – dôchodci
the sick – chorí
the unemployed – nezamestnaní
truck driver – vodič kamiónu
vacation day – voľný deň (dovolenka)
to vary [veərɪ] – rôzniť sa
volunteer [vɒləntɪə(r)] – dobrovoľník
wage [weɪdʒ] – mzda

to be fired – byť vyhodený
to be made redundant – byť nadbytočný
to be on the dole (BrE) – byť na podpore
to be (un)able to work – byť (ne)schopný pracovať
to be willing to do – byť ochotný urobiť
Human Resources Department – oddelenie ľudských zdrojov
to lack a qualified labour force – postrádať kvalifikovanú pracovnú silu
to run one's own business – podnikať
to work full-time – pracovať na plný úväzok
to work part-time – pracovať na čiastočný úväzok

☐ VOCABULARY PRACTICE

Task 1 Who...?

Which jobs are described below?

1. catches criminals _____
2. serves you in a restaurant _____
3. takes photographs _____
4. fixes taps and leaking pipes _____
5. does the bookkeeping _____
6. represents a town/city after being elected by its inhabitants for a fixed period _____
7. offers/sells property _____
8. writes in newspapers _____
9. works in a library _____
10. cuts women's hair _____
11. cuts men´s hair and shaves them _____
12. advises people with legal problems _____
13. repairs cars _____
14. makes things with wood _____
15. designs and plans where roads and bridges will be built _____

Task 2 Which jobs described above are physical and which are intellectual? Which of them do you find the most interesting, the least interesting, the most dangerous, the worst paid and the best paid? Which qualities/skills are needed to do those jobs? Choose from the list below.

flexibility – working in shifts – being in danger – creativity – physical strength – communication skills – organisation skills – responsibility – good social behaviour – decision making – problem solving – good imagination – reliability – writing skills – a good memory – patience – speaking a foreign language– a feeling for beauty – good driving skills – professional knowledge – working in a team – following the latest trends

Task 3 At an Interview

Match the interviewer's questions with the candidate's answers.
What job/position is the candidate probably applying for?
What are the "taboo" questions interviewers should not ask at an interview?

Example: Do you speak any foreign languages? Yes, I do. I speak English and French.

Interviewer's questions:		**Candidate's answers:**
1. Why are you interested in this job?	☐	A) I worked for 5 years for a car company.
2. What are your expectations?	☐	B) I would like to know more about the working hours.
3. What experience do you have in this field?	☐	C) I am responsible and hardworking.
4. Why did you quit your previous job?	☐	D) It looks like there is a lot of creativity in it.
5. What kind of education do you have?	☐	E) Possible promotion and travel opportunities.
6. Do you have any references?	☐	F) I attended secondary technical school.
7. What are your strengths?	☐	G) I am prone to overworking.
8. What are your weaknesses?	☐	H) You're a French company which produces cars.
9. Would you like to ask anything?	☐	I) I had to work at weekends.
10. What do you know about our company?	☐	J) Yes, of course. I have one from my previous employer.

☐ LISTENING

Task 4 Typical Week

You are going to hear four people talking about what a typical week is for them. For questions 1–4, choose who is speaking from the list A–F. There are two extra letters which you will not need to use. Listen to the recording twice.



A) optician
B) psychologist
C) student
D) attorney
E) university teacher
F) actor

1. What does the first speaker do? _____
2. What does the second speaker do? _____
3. What does the third speaker do? _____
4. What does the last speaker do? _____

Task 5 At an Interview I

You are going to hear the first part of an interview between a mother, Mrs. Roach, and a potential au pair, Jana. Decide which option (A, B or C) best finishes the sentence starters 1–6 according to the text. Listen to the recording twice.



1. **This is Jana's _____ .**
   A) first visit to England
   B) second visit to England
   C) third visit to England

2. **Jana has _____ .**
   A) been working as an au pair in Slovakia
   B) never worked as an au pair
   C) been working as an au pair in England

3. **The family Jana worked for _____ .**
   A) have just moved to London
   B) will be moving to London soon
   C) are not considering moving to London

4. **The family have _____ .**
   A) a three-year-old boy and twins
   B) three boys
   C) two boys

5. **In Slovakia, Jana took care of _____ .**
   A) her younger brother
   B) her uncle's children
   C) her brother's children

6. **The Thompsons will _____ .**
   A) give a recommendation to Mrs. Roach
   B) phone Mrs. Roach
   C) receive a phone call from Mrs. Roach

Task 6 At an Interview II

Read the following notes which Jana made during the interview and fill in the missing information by listening to the second half of the interview. Listen to the recording twice.



I would mainly be expected to look after the children during the day. I would have to get the children out of bed by [1] _____ **(1 word)** o'clock so that they can have breakfast with Mrs. Roach. I would need to pick Toby up from school at [2] _____ _____ **(2 words)**. John normally goes to nursery from 9 until [3] _____ _____ **(2 words)** with the neighbour's [4] _____ **(1 word)**. I would have to help with the washing, the [5] _____ **(1 word)**, making John's lunch, and cleaning. I wouldn't have to work most evenings and weekends (the children visit their [6] _____ **(1 word)** every other weekend), but I could [7] _____ **(1 word)** for the next-door neighbour sometimes.

☐ LANGUAGE IN USE

Task 7 Read the text about Camp America and decide which word or phrase A–D best fits each space. There is only one correct answer for each space. 8

CAMP AMERICA

Camp America provides American children [0] A a productive way of spending their summer vacation. It also provides a great opportunity [1]_____ employment for students from all the world. Each year around seven million children are [2]_____ care of in over 10,000 camps across the USA. Most of [3]_____ camps have permanent buildings for sleeping, eating and theatrical performances. Workers in the camps can take on a [4]_____ of roles. Counsellors are workers [5]_____ entertain the children. Specialist counsellors are responsible for activities such [6]_____ horse riding, drama, tennis or crafts. It is hard but rewarding [7]_____ . Children have to follow strict rules; smoking and alcohol are not [8]_____ . The role of a counsellor is suitable for someone who is patient and good [9]_____ children. There are [10]_____ support roles such as cooking and cleaning – *Campower*. For many positions, no [11]_____ is needed. Working time is [12]_____ to twelve hours a day, but workers at the Camp have an opportunity to learn new skills. [13]_____ , there are some specific roles which [14]_____ some skills such as those relating to car maintenance and horse care. The *Campower* workers have [15]_____ more spare time and more free evenings [16]_____ the general counsellors. You need to be [17]_____ eighteen to apply, speak fluent English and be physically [18]_____ . Workers are expected to [19]_____ on any date in June and be ready to work for [20]_____ least nine weeks.

(Based on the information from www.campamerica.co.uk)

0	**A with**	B for	C of	D at
1	A for	B from	C with	D of
2	A looked	B taken	C offered	D given
3	A this	B that	C these	D those
4	A variety	B scale	C range	D mixture
5	A who	B which	C where	D what
6	A that	B like	C than	D as

7	A position	B work	C job	D occupation
8	A banned	B forbidden	C permitted	D prohibited
9	A on	B with	C at	D for
10	A either	B as	C too	D also
11	A achievement	B experience	C practice	D management
12	A for	B at	C from	D up
13	A However	B Firstly	C Nevertheless	D Therefore
14	A require	B request	C recruit	D refuse
15	A few	B a few	C little	D a little
16	A as	B that	C than	D like
17	A over	B above	C up	D after
18	A stable	B fit	C ready	D prepared
19	A go	B arrive	C travel	D commute
20	A at	B on	C in	D of

Task 8 **Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.**

NICK'S SUCCESS

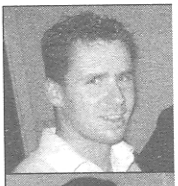
Example: Hi! My name [0] is **(be)** Nick.

I [1]_____ **(finish)** grammar school two years ago. I [2]_____ **(want)** to study at university but they [3]_____ **(not/accept)** me. So, I had [4]_____ **(go)** to the job centre to be registered as unemployed. I [5]_____ **(look)** for a job everywhere. It [6]_____ **(be)** time-consuming and also very depressing. Finally, I [7]_____ **(find)** a job as a secretary in a Dutch company. I was supposed [8]_____ **(make)** coffee and welcome clients. My friends [9]_____ **(make)** fun of me. It [10]_____ **(be)** a difficult time for me. One day when I [11]_____ **(arrange)** a business trip for a colleague, the boss [12]_____ **(call)** me into his office. She [13]_____ **(tell)** me that he [14]_____ **(look)** for a new sales manager and [15]_____ **(ask)** me if I [16]_____ **(want)** the job. I couldn't believe it.

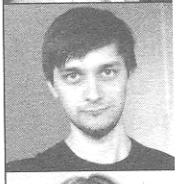
Of course, I [17]_____ **(take)** the job. I [18]_____ **(like)** it a lot. I'm happy [19]_____ **(work)** where I do. Actually, my dreams [20]_____ **(come)** true when I got my job.

☐ READING

Task 9 **Read the information below about people who are looking for a job. Match the names of the people (1–5) with the most suitable and appropriate jobs for them (A–F). There is one job description which matches none of them.**



1. **Rob** has just received his degree and has no experience in his field. He likes new technologies but is not keen on computers. Now, he earns £19,000. _____



2. **Ian** is an ambitious young man who has worked with computers for some time now. He has a degree in IT and is not very keen on business. He would like to change his job because he wants to earn more money. _____



3. **Margaret** is retired and would like to earn some extra money. She has just successfully completed a short computer course and is quite enthusiastic about it. She does not want anything too complicated and needs some time for her hobbies too. _____



4. **Michael** works as a quality controller in a medical centre. He would like to find a new job because he doesn't like fixed working hours. He also feels that he needs some career development. He would like to learn about new technologies. He doesn't like to work alone. _____



5. **Emma** is English but has worked in France for some time. She would like to go back to England and work there. She has experience in business and wouldn't like to work alone in her office. _____

JOB OFFER A:
No experience needed. Earn $200/day and work from home. Do simple part-time on-line jobs. Basic computer skills are necessary. Start Now!

JOB OFFER B:
We are looking for fresh engineering graduates for a full-time job. We are ready to help them put theory into practice. We need people to help us expand our business across

a wide range of activities – from customer service to power station operation, direct sales to gas and electricity distribution. Salary: £23,000 + benefits

JOB OFFER C:
We are an international company and we need people responsible for conducting research into markets, industries and businesses, conducting telephone interviews and taking part in face-to-face meetings. Some commercial experience would be an advantage but is not essential. Candidates must be highly motivated with excellent communication and analytical skills. They must also be fluent in a European language (in addition to English).

JOB OFFER D:
You will design, develop and test software products and test any faults to ensure they operate correctly. The ideal candidate will have some knowledge of programming. This may come from a degree course or from commercial experience. Good verbal and written communication skills are a must. Salary: £30,000.

JOB OFFER E:
We are a tourist agency and we need a fluent Italian speaker. We communicate with more than 90 countries worldwide. You will be in daily contact with many international companies. We need a graduate of Italian with Marketing or Business Studies, with some commercial sales experience. An additional European language, such as German, would be an advantage. A confident approach and excellent communication skills are a necessity.

JOB OFFER F:
We need a medical device specialist who will be dealing with in-vitro diagnostics, decontamination/sterilization, biological safety, infusion pumps, anaesthetic equipment and others. Much of your work will be team-based, but you'll still need to be able to work under your own initiative. We also need somebody with good organisational, analytical, written and verbal communication skills. As your skills develop, there will be opportunities for specialisation and career progression. We offer the following benefits: 30 days holiday, flexible working hours, training and development opportunities.

☐ REVIEW

Task 10 What is the difference in meaning between the following words? If you are not sure, check the meaning in your dictionary.

a) work/job/occupation/profession/post/position/career
b) jobless/unemployed
c) to hire somebody/to fire somebody
d) to resign (*coll.* to quit)/to make sb. redundant/to dismiss (to sack) somebody

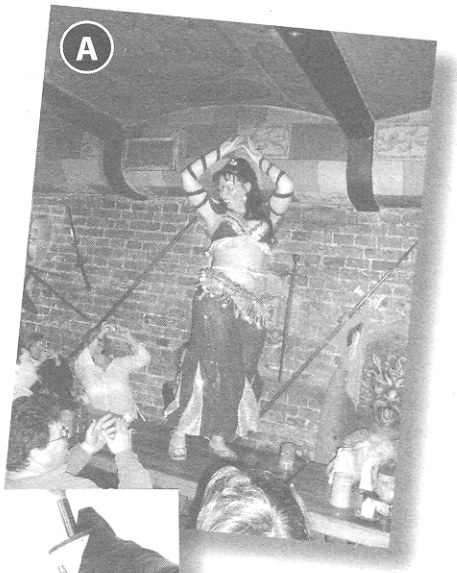
e) temporary contract/permanent contract
f) full-time job/part-time job
g) salary/wages/income
h) to do flexitime/to do shiftwork/to do overtime
i) head/deputy/staff/colleague

☐ SPEAKING

A **Look at the photographs below and name the jobs these women do.**

- **Talk about:**
  – the education/experience necessary for doing the job,
  – qualities and skills needed for the job,
  – working hours,
  – advantages/disadvantages,
  – possible risks,
  – career and personal life.







B Talk about your preparation for your future job.

- **Talk about:**
  - what kind of school you have been attending,
  - what options you have after finishing your studies,
  - what your expectations/prospects are after graduating from secondary school.

C Simulation

You want to earn some money during the summer holidays. You have decided to get a part-time job which does not require any special experience and practice. Read the short advertisements below and say which job you could potentially take and *explain the reasons* of your choice.

JOB CENTRE

• *Help Promote Another Fantastic New Season.*

Needed: enthusiastic, goal-oriented music lovers for Pittsburgh Symphony Orchestra. Part-time hours, days & evenings available. Convenient downtown location. Free tickets. Call: 412-261-3535.

• *A Career on the Move*

Tractor drivers wanted! No experience necessary. Excellent pay, benefits after 30 days, assigned equipment, rider programmes. Call 7786990.

• *A Great Job Opportunity*

We are looking for experienced photocopy operators (all shifts available). Copy Quick offers an excellent compensation and benefits package, including healthcare, dental & more. Call 412-6666-98

• *Real Estate Sales*

Be your own boss. Work flexible hours. Earn an unlimited income. Free training, mentor programme, tuition reimbursement. Ask Coldwell Banker for more information. E-mail: ksolomon@coldwellbanker.com

• *Mover-Helper Wanted*

On-The-Move, Pittsburgh's leading local and long distance moving company will employ individuals for long term employment. We offer paid training, expense paid travel, $7 to $8 per hour to start. No experience required. You must have a valid driving licence, be at least 18 years old and physically fit.

• *Bicycle Shop*

Head mechanic needed. Full-time.
Responsible for bicycle assembly & repair, staff supervision, customer service. Experience required, salary related to experience. Apply in person to Bike Line of South Hills.

• *Golden Heights Personal Care Home*

1142 Scenery Drive, Elizabeth, PA
Come Grow with us. Share pride in our reputation for quality service that comes from the individual effort of each member of our team.
Positions available: kitchen, housekeeping, nursing.
Apply in person. Fax your CV: 99877

D Role-play "IMPRESSIVE JOB CANDIDATE"

You: You have just finished secondary school. You have no work experience. You have found an interesting job offer to work as a secretary in a foreign financial company. You have applied for it and now you are at the interview. You really want the job. You think that you have all the qualities and skills it needs. *Persuade* the interviewer that you are the best candidate.

Your partner: You are a director in a foreign financial company. You need a good and experienced secretary. You are interviewing a candidate fresh out of school who is interested in the job. You are not sure about his/her qualities and skills. *Decide* whether or not he/she is the best candidate for the available position.

☐ WRITING



✎ Writing your Curriculum Vitae *(písanie životopisu)*

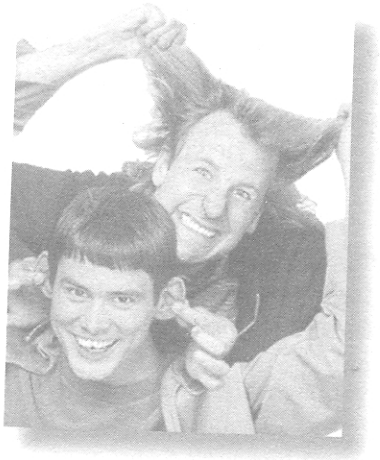
You want to work as a waiter/waitress in a summer resort in the USA. Write your CV including all necessary information about yourself.

✎ Writing a cover letter *(písanie sprievodného listu)*

You want to work as a waiter/waitress in a summer resort in the USA. Write a cover letter and include the following information:

- say why you are writing,
- explain your motivation (say why you think that you are the best candidate),
- support your ideas with specific examples and facts,
- offer more information about yourself.

11 HUMAN RELATIONSHIPS



Before machines, the only form of entertainment people really had was relationships.

Doug Coupland

Almost all of our relationships begin and most of them continue as forms of mutual exploitation, a mental or physical barter, to be terminated when one or both parties run out of goods.

W. H. Auden

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **human relationships:** friendship, siblings, partnership, kinship, cohabitation, marriage, love affair
  – *informal* (family, friends, classmates, peers, colleagues, neighbours)
  – *formal* (teachers and students, employers and employees, doctors and patients, etc.)
  – *short-term/long-term*
- **ways of creating relationships:** getting to know each other, making friends, going out with someone
- **human values and priorities:** liking, love, friendship, tolerance, acceptance, faith, support, loyalty, fairness, honesty, care, trust, empathy, satisfaction, encouragement, willingness
- **in fruitful relationships**: people are on good terms, get on with each other, get along with, care about each other, listen to each other, give each other a hand, give someone a shoulder to cry on, solve problems together, argue calmly, do not take each other for granted, rejuvenate their good feelings for each other, share secrets, stay in touch with each other, devote time to each other, hang out with each other
- **features of non-functional relationships:** reluctance, carelessness, ignorance, selfishness, jealousy, excuses, lack of interest, infidelity, neglecting each other, split up, break up, separation, divorce

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Why are relationships important in our lives?
2. What kind of relationship do you have with your parents and siblings?
3. What are the qualities that make real friends?
4. What do friends mean to you?
5. How do you care about your friends?
6. In what ways can people get to know each other?
7. What kinds of relationships require more formality and politeness?
8. How do you think formal relationships can become informal?
9. What kind of relationship should there be between students and their teachers?
10. Why are relationships difficult nowadays?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

HUMAN RELATIONSHIPS

Humans are social beings. Therefore creating relationships is an **essential need** that must be **fulfilled**. A human relationship describes the way people **get on with each other**, talk and **behave towards each other**. Relationships are created between grandparents and parents, parents and their children, between siblings, married couples, friends, men and women, **employees** and **employers,** etc. The quality of relationships with others **reflects** our own personality. It is our choice who we talk to, how we **treat** other people, how much time and energy we are **willing** to spend with them. Nowadays, human relationships are very complicated. Many people are **stressed out,** busy and tired. A **valued** relationship is something that cannot be bought for money as it is about feelings, **empathy,** understanding, **trust, care**, **politeness** and **satisfaction**. Keeping a functioning relationship with a life partner, best friends, family members or colleagues is much more difficult than **bringing** one **to an end.**

1. Which types of relationships are mentioned in the text?
2. Why does the quality of our relationships reflect our personality?

FAMILY

There are **short-term** and **long-term** relationships. Some relationships **last** forever beginning from early childhood. Families are the basic social units in which informal relationships are formed. **Besides** other roles, one of the most important is for parents to **raise their children in accordance with** socially accepted norms and **patterns of behaviour.** Children **observe** how their parents talk, behave to their relatives, friends, colleagues and **strangers.** Then, they behave **accordingly** in their **adulthood.** A good relationship with one´s parents is very important. Someone still **at war** with his or her parents is probably not ready for peace and **companionship** with a romantic partner.

3. Why is the family important in terms of human relationships?
4. What patterns of behaviour should parents show their children when raising them?

MARRIAGE

Some relationships are created for a short period of time. It is the same with marriages. Normally, two people get married because they want to spend their whole life together. **However**, after some time they may find out that their relationship has **weakened** and the reasons why they should live together are no longer **applicable**. Statistics show that a **high rate of divorce** is caused by love **disappearing,** a lack of **faith** and trust, financial problems and **addiction** to alcohol, drugs or gambling. A happy **marriage** represents the ideal human

relationship in which each partner feels free to be what he or she is **by nature**. Similar **values,** ethnic backgrounds, interests, IQs, religions and lifestyles are the most important **ingredients** in lasting relationships. Couples who can discuss **honestly** whatever is important to them – **including** their relationship – are happier and more likely to have lasting love. Sometimes it may be **painful** to hear that a relationship is not satisfying. But talking about feelings and listening to each other are both **vital** for happiness. In a **fruitful argument,** each partner explains why he or she is **mad** while the other one listens with respect. Long-term happy couples also tend to **argue calmly. Loss** of control, **yelling** or **sobbing** seldom help **solve** problems. Successful couples do not **take each other for granted** but work constantly at **rejuvenating** their good feelings towards each other.

5. What makes a marriage last?
6. Which are the most common reasons for divorce according to the writer?

FRIENDSHIP

Friendship is a relationship between people who **have** something **in common,** spend a lot of time together, **support** and help each other when necessary. Friends are people who laugh together, speak about everything and **share secrets.** They show their true feelings. They **accept each other** as they are. They look at each other and see a great person, one they love spending time with. Friends are **tied** by memories, tears, **laughter** and smiles. True friends are people who are always there for you. Friendship is about giving and getting **equally.** The saying *"A friend **in need** is a friend **indeed**"* shows the full value of friendship. There is no place for **jealousy**, ignorance and **excuses**. We make friends during every **stage** of our lives. Some friendships last a short time, others for our whole life. If we want to keep our friends for a long time, we should **stay in touch with** them, send e-mails, call them, send **occasional** cards, exercise together or go to lunch **at least** once a month. Some friendships lose importance and **die out.** It happens when friends stop contacting each other or because of **unresolved** arguments. When there is a conflict, it should be **resolved** by confrontation or **talking** it **out.**

7. How is friendship defined in the text above?
8. Why do some friendships end?

FORMAL RELATIONSHIPS

Besides marriage and friendship, there are other sorts of formal relationships formed among people at school, work and in other institutions. Formal relationships are not very **deep** and open. They are formed among people of different ages, social and professional positions: teachers and students, employers and employees, doctors and patients, etc. Such relationships **require** respect and a higher level of formality and politeness.

9. What does a "formal relationship" mean?
10. What typical examples of formal relationship are given in the text above?

☐ VOCABULARY LIST

accordingly – podľa toho
addiction – závislosť
adulthood – dospelosť
applicable – použiteľný
besides – okrem
by nature – prirodzene, od prírody
care – starostlivosť, pozornosť
companionship – spoločenstvo, priateľstvo
deep – hlboký
to die out – vymrieť, zaniknúť
to disappear – zmiznúť
employee [em'plɔɪi:] – zamestnanec
employer [em'plɔɪə(r)] – zamestnávateľ
empathy [empəθɪ] – empatia
equally [i:kwəlɪ] – rovnako
essential – nevyhnutný
excuse – výhovorka
faith – viera
fruitful argument – plodná debata
to fulfill – spĺňať
honestly [ɒnɪstlɪ, AmE a:nɪstlɪ] – úprimne, otvorene
however – avšak
including – vrátane
indeed [ɪn'di:d] – samozrejme, naozaj
ingredient – prísada
jealousy [dʒeləsɪ] – žiarlivosť
to last – trvať
laughter [la:ftə(r)] – smiech
long-term – dlhodobý
loss (of) – strata
mad – nahnevaný, rozčúlený
marriage – manželstvo
need – potreba
to observe – pozorovať
occasional [ə'keɪʒnl] – príležitostný
painful – bolestivý
patterns of behaviour – modely správania
politeness – zdvorilosť
to reflect – odrážať
to rejuvenate [rɪdʒu:vəneɪt] – oživiť, obnoviť
to require [rɪkwaɪə(r)] – vyžadovať
to resolve – vyriešiť
satisfaction – uspokojenie
short-term – krátkodobý
to sob – vzlykať
to solve – (vy)riešiť
stage – štádium, etapa, obdobie
stranger – neznámy človek
stressed out – vystresovaný
to support – podporovať
to talk out – prediskutovať
to treat [tri:t] – zaobchádzať
trust – dôvera
unresolved – nevyriešený
value – hodnota
valued – hodnotný
vital [vaɪtl] – nevyhnutný
to weaken – oslabiť
to yell – revať, kričať

to accept each other – akceptovať jeden druhého
to argue calmly – pokojne diskutovať
at least – prinajmenšom, aspoň
to be at war (with) – byť v konflikte (s)
to be in need – byť v núdzi
to be tied by – byť viazaný
to be willing to do – byť ochotný urobiť
to behave towards each other – správať sa k sebe navzájom
to bring to an end – ukončiť
to get on with each other – vychádzať navzájom
to have in common – mať niečo spoločné
high rate of divorce – vysoká miera rozvodovosti
to raise children in accordance with – vychovať deti v súlade s
to share secrets – deliť sa o tajomstvá
to stay in touch (with) – zostať v kontakte (s)
to take each other for granted – považovať jeden druhého za samozrejmosť

☐ VOCABULARY PRACTICE



Task 1 **The followings expressions describe how someone feels about Peter emotionally (E) and their impressions of his appearance (A). Sort them out.**

Example: He´s a pain in the neck. (E)/A

a) I cannot stand him anymore. E/A

b) He wears glasses. E/A

c) He never wears shabby clothes. E/A

d) He always treats me nicely. E/A

e) He´s got cute freckles on his face. E/A

f) He´s rather tall and slim. E/A

g) He´s a very handsome man. E/A

h) He has always been loyal and frank to me. E/A

i) I like his dark complexion. E/A

j) He´s got a very particular sense of humour. E/A

k) He´s really great fun to be with. E/A

l) He never pulls my leg. E/A

Task 2 Put a tick (√) next to the qualities you like and admire in your friends. Put a cross (X) next to those qualities that you dislike.

Example: tolerant	√
amicable	
sympathetic	
trustworthy	
polite	
adventurous	
generous	
empathic	
sincere	
helpful	
reliable	
willing	
honest	
entertaining	
angry	
narrow-minded	
stubborn	

zealous	
careless	
rude	
impolite	
cruel	
self-centred	
dubious	
reluctant	
shy	
easy-going	
patient	
open-minded	
naive	
hysterical	
responsible	
sceptical	
smart	

Task 3 Are the meanings of the expressions below positive (P) or negative (N) in fruitful relationships?

Example: to hurt somebody N

a) to care about somebody ____
b) to get on with somebody ____
c) to treat somebody unfairly ____
d) to worry about somebody ____
e) to threaten somebody ____
f) to give a hand to somebody ____
g) to encourage somebody ____
h) to cheer somebody up ____
i) to take each other for granted ____
j) to solve problems together ____
k) to express sympathy ____
l) to apologise for bad behaviour ____
m) to bully somebody ____
n) to tease somebody about something in a friendly way ____
o) to stay in touch with somebody ____
p) to be on good terms with somebody ____

☐ LISTENING

Task 4 Being Homeless

You are going to hear the life story of 14-year-old Rebecca. Decide which option (A, B or C) best finishes the sentence starters 1–6 according to the text. Listen to the recording twice.

CD 1 Track 23

1. **When Rebecca was 12, ____ .**
   A) she left home
   B) her father left her and her family
   C) her mother left her for a new partner
2. **Rebecca´s dad used to ____ .**
   A) abuse her
   B) beat her
   C) threaten her
3. **Rebecca´s mother chose to stay with ____ .**
   A) her new partner
   B) her daughters
   C) her husband
4. **Rebecca left home because of ____ .**
   A) her boyfriend
   B) her dad
   C) her mother´s new life partner
5. **Rebecca feels ____ .**
   A) alone
   B) confident
   C) impatient
6. **Tomas and David are ____ .**
   A) Rebecca´s friends
   B) Rebecca´s ex-classmates
   C) also homeless

Task 5 Classmates

You are going to hear a dialogue between two ex-classmates. Decide whether the following statements (1–8) are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

CD 1 Track 24

1. **Sue and Jack have not seen each other for a long time.**
   A (true) *B (false)* *C (not stated)*
2. **Sue has been married for ten years.**
   A (true) *B (false)* *C (not stated)*
3. **Jack´s sister is expecting the third child.**
   A (true) *B (false)* *C (not stated)*
4. **Gavin Walter is Caroline´s ex-husband.**
   A (true) *B (false)* *C (not stated)*

5. **Gavin Baldwin is the owner of a welding company.**
   A (true) *B (false)* *C (not stated)*

6. **Gavin Walter and Sue studied together at university.**
   A (true) *B (false)* *C (not stated)*

7. **Neither Sue nor Jack have heard anything from Gavin Baldwin.**
   A (true) *B (false)* *C (not stated)*

8. **Sue has suggested Jack to see each other again.**
   A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 6 **Read the lonely hearts column below. Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.**

♥ *LONELY HEARTS*

Example: YORKSHIREMAN, 26, [0]*educated*, interesting, good-looking, great body, wants to meet similar woman (17+) for good times and [1]_____. Photo, please. — 0. EDUCATION

ATTRACTIVE [2]_____ extrovert professional female (35) seeks similar male partner for rendezvous. — 1. FUNNY

SCOTTISH-BASED single [3]_____ chap needs warm 22–30 lady to love eternally. Write to me now! — 2. INTELLIGENCE

MUSIC LOVING bloke (33) seeks bright, [4]_____ lady for cultural outings and quiet nights. — 3. WEALTH

DIVORCED GUY (33) unhappy, missing his two sons, probably takes things too [5]_____, seeks female music lover with sense of humour. — 4. LEG

MANCHESTER GIRL, 20s, attractive, lovely, intelligent, bored. Seeking [6]_____. — 5. SERIOUS

BLONDE BOMBSHELL, (23), looking for a partner for pubbing, clubbing and [7]_____. — 6. ADVENTUROUS

7. ROMANTIC

PRETTY PETITE blonde (18) warm, fun-loving seeks attractive [8] _____ sincere man. Photo, please.

MY LITTLE BOY needs a daddy. Must be single, funny, clever. We need someone [9] _____ enough to take care of us.

[10] _____ **ROMEO** looking for his Juliet for a serious relationship.

8. HUMOUR

9. STRENGTH

10. RETIREMENT

Task 7 You have recently received a reply to your advert. Read it and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. 8

Dear You ,

I [1] _____ **(read)** your advert in the newspaper last week and I would like to meet you. It [2] _____ **(be)** only a coincidence that I noticed your advert in the Lonely Hearts column, because I [3] _____ **(buy, not, normally)** that newspaper. I'm in the last year of my studies at the hotel academy and I [4] _____ **(have, not)** any serious relationships yet.

Would you be interested in meeting for lunch? If so, then I [5] _____ **(can)** meet you in the park. I will be there on Saturday from noon to one o'clock. I [6] _____ **(sit)** on the bench opposite the clock tower (the one under the oak tree). I [7] _____ **(wear)** a green T-shirt and blue jeans, and I'll have a newspaper in my hand.

I [8] _____ **(hope)** that you'll be able to come. If you can't come but would still like to meet me, then please [9] _____ **(send)** me a reply to this letter to the address on the envelope. I am looking forward to [10] _____ **(see)** you there.

Yours,

Alex.

☐ READING

Task 8 **Read the letter below, which was written to Jane's Problem Page in Teen magazine. Decide which option (A, B or C) best finishes the sentence starters 1–6 according to the text.** 🔑8

Dear Jane,

I'm 15 years old and I'm an only child. My mother got a new job last year so we moved to a new area where I started a new school. My problems started there. My teacher brought me to class and introduced me as "Betty". From the very first day everybody started calling me "Fatty". I have to admit that I am bigger than other girls my age...

The kids at school never accepted me. I have no friends there and nobody ever speaks to me. They just make fun of me. Sometimes they gang up and attack me. They rip up my exercise books, steal my personal things and money.

I've never told my mum. She wouldn't believe me. My teachers know I am bullied but never do anything to stop it. It's the end of the school year now and the teachers have complained to my mum that I often play truant and don't do my class work. I have no friends, nobody talks to me. I hate school. Please, tell me, what can I do? What do other kids do when they are bullied?

Please help,

Betty.

1. Betty has written to an agony aunt because ____.
A) she committed some crime
B) she is frightened and hurt
C) she is cross with her parents

2. Betty has ____.
A) one sister and no brother
B) one brother and no sister
C) no brothers or sisters

3. Betty's classmates are ____.
A) her best friends
B) her neighbours
C) her bullies

4. Betty's teachers have been ____.
A) kind
B) unhelpful
C) impatient

5. Betty goes to school ____.
A) every day
B) from time to time
C) only on Mondays

6. Betty wants Jane ____.
A) to come to the school
B) to speak to her mother
C) to give her some advice

☐ REVIEW

Task 9 Fill in the correct forms of the words into the following chart.

	NOUN	ADJECTIVE	VERB
1.	depth		
2.		respectful	
3.			to treat
4.	tolerance		
5.		ignoring/ignored	
6.			to care
7.	satisfaction		
8.		trustful/trustworthy	
9.			to cooperate
10.	weakness		

☐ SPEAKING

A **Read the quote below and based on it try to explain what your friends are like. Give some ideas on how to make good friends and how to keep them.**

"Friends can be compared to television programmes. Some are like the news, telling you a lot of tragic stories; others are like commercials, caring only about material things and money. Some are like TV shows that you hardly ever see because you are busy. There are friends who are using a foreign language – you don't understand a word but you still watch and listen. But very rarely you meet someone who's like a really good film – a film that you think about for a long time. In communication with people, we do not have a remote control to change the channel, so choose your friends carefully."

Author Unknown

B **Describe your ideal life partner: his/her appearance and qualities. Talk about what kind of things would really impress you or annoy you on a first date.**

C Simulation

If you were Phil (24) or Carol (28) whom would you like to meet from the lonely hearts adverts in Reading part 1 on page 171–172? If there is no suitable partner, then say why not.

Phil, 24
"I'm looking for someone about my age who has similar interests to me. I don't like going out to the theatre much, but I like pubs."

Carol, 28
"I'm a single mother, and I'd like to meet someone who I can spend some evenings with, and will be comfortable with my son."

D Role-play "LOUD NEIGHBOURS"

You: Your new neighbours, an English couple, have recently moved into your neighbourhood. They are giving a "house-warming party" and they are too loud and wildly singing karaoke. You really don't like this as you have to wake up very early tomorrow morning for your university entrance exams. *Ask* your loud neighbours to turn down their music which is very annoying for you and all of your neighbours. *Refuse their invitation* to join the party and *explain* your reasons.

Your partner: You have recently moved to a new flat. Today, you have invited a few friends of yours for a "house-warming party". You are a bit louder than usual because you want to have a good time. A new neighbour has come to ask you to turn down your music because he/she thinks it is very loud. *Apologise* to him/her and *invite* him/her to join your party.

☐ WRITING



✎ Description of a person *(opis osoby)* (180–200 words)

Describe a primary school teacher you'll never forget, his/her appearance, qualities and the reason why you liked/didn't like him/her. Write about the kind of relationship he/she had with you, other students and his/her colleagues.

✎ **Read the quotations about friendship. Then, choose one and write about what it expresses.** (200 – 220 words)

1. A friend is one who knows all about you and likes you anyway.
Christi Mary Warner

2. The best way to destroy an enemy is to make him a friend.
Abraham Lincoln

3. Truly great friends are hard to find, difficult to leave and impossible to forget.
G. Randolf

✎ **Writing a letter** *(písanie listu)*

Read Betty´s letter on page 173. Write a letter of reply (180–200 words) in which you *express sympathy* to Betty and *give advice* on how to handle her problem.

12 PEOPLE AND NATURE



Nature does nothing uselessly.

Aristotle

Sunshine is delicious, rain is refreshing, wind braces us up, snow is exhilarating; there is really no such thing as bad weather, only different kinds of good weather.

John Ruskin

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **climate:** temperature, humidity, atmospheric pressure, wind, rainfall
- **weather:** bright and clear day, warm, hot (heat), sun shines, sunny intervals, sun rises/sets, rain (drizzle, light showers, it rains cats and dogs, it pours, light/heavy rain, it rains heavily, rainbow), thunderstorms, lightning, dew, breeze, cold wind blows, Indian summer, foggy, misty, muddy, damp, cold, cool, chilly, frosty (to freeze), icy, snowy, nasty, gloomy, unpleasant, piles of snow, thaw, slush, it sleets, it hails, temperature rises/drops
- **seasons**: *spring* (nature awakens, trees blossom, flowers bloom), *summer* (ripe fruit and vegetables are collected and bottled, harvest, crop) *autumn* (tree leaves turn yellow, trees shed leaves, flocks of birds move south) *winter* (lakes and rivers freeze, icicles hang from the roofs, snow melts and turns into slush, slippery roads)
- **environmental issues**:
  pollution of water: polluted water, factories, chemical waste, industrial and city waste
  pollution of soil: farmers, pesticides, fertilisers
  pollution of air: carbon dioxide, lead, radioactive particles, exhaust fumes, greenhouse effect
  acid rain: sulphuric acid in the clouds, infertile soil, destruction of tropical rain forests
  destruction of the ozone layer: aerosol sprays (CFCs chlorofluorocarbons)
  global warming: increased temperature, melting of mountain glaciers, the rising of the sea level, floods, precipitation, evaporation, intense rainstorms, dry soil
  disappearance of animal and plant species: The Red List of Threatened Species, extinction risk, in danger
  natural disasters: earthquakes, fire, droughts, volcanic eruptions, tornadoes, hurricanes, floods, tsunami waves, avalanches
  devastation, damage, destroy, degradation, collapse, victims, survivors, rescuers, volunteers, humanitarian aid, pollution, starvation, famine, illiteracy, lack of food and energy sources
- **solutions**:
  energy sources: fossil fuels, nuclear energy, geothermal energy, solar energy, hydroelectric energy, tidal power and wind power
  reduction waste model: reduce – reuse – recycle, sewage treatment plants
  education/organisations/government: warnings, publicity, mass campaigns, clean air acts, water pollution acts and endangered species acts, Greenpeace, WWF (World Wildlife Fund), Friends of the Earth
  forbidden/banned/not allowed to: use DDT, phosphates in soaps, ozone-destroying chemicals in aerosol sprays, emissions of carbon dioxide and other greenhouse gases

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Why is the weather a good topic for conversation among people?
2. What kind of weather is ideal for summer holidays near the sea and for winter holidays in the mountains?
3. Which natural disasters have you recently heard about?
4. Which ecological issues concern our country?
5. What do you know about the activities of environmentalists?
6. What are the consequences of global warming?
7. What causes air, water and soil pollution?
8. What part can you play in "saving our planet"?
9. Which energy sources are more likely to be used in the future to a greater extent?
10. What does 'Reduce-Reuse-Recycle' mean to you? Explain.

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

CURRENT ECOLOGICAL ISSUES

The most serious ecological problems today are the **pollution** of air, water and **soil,** the destruction of ecosystems, the disappearance of many **species** of animals and plants, sudden changes in weather, **acid rain,** global warming, the destruction of tropical rain forests for firewood and building materials and the destruction of the **ozone layer.** Most of this **damage,** which is **accelerating** at a faster and faster **rate**, has not been caused by natural catastrophes but by man himself. Technical progress, which enables us to live a more comfortable life, leads on the other hand to the **degradation** of the quality of the environment in which we live. The growing number of cars **contributes** to air pollution. Factories produce large quantities of **carbon dioxide, lead** and **radioactive particles** like **exhaust fumes** which get into the air. Some of them in combination with water create **sulphuric acid** in the clouds. These dangerous clouds are then blown by the winds and later fall as acid rain which kills trees, then gets into the soil and makes it **infertile.** The polluted rain water is carried to the rivers and all life disappears from them. Factories directly **increase** water pollution because many of them are built near rivers into which they put their chemical **waste.** Farmers use large amounts of **pesticides** to kill certain **insects** that could be killed by other less dangerous **means. Fertilisers** also pollute the soil and may have negative effects on human health. Industrial and city waste, which are **dumped** near lakes and rivers, pollute the soil, water and air and **spoil** the natural scenery. If the destruction of the environment continues, then life on this planet will be **endangered.** Scientists warn that the average temperature of the atmosphere is increasing. There is a tendency towards global warming all over the world. It causes the **melting of mountain glaciers** and the **rising** of the sea level, which may cause the

flooding of **coastal** areas. According to scientists, the same trends will continue in the future.

1. Why is our planet in danger?
2. What are the most serious ecological problems mentioned in the text above?

NATURAL DISASTERS

Climate changes and their **consequences** directly and indirectly affect our lives. Many countries have recently been **hit** by different natural disasters: **earthquakes**, fire, **droughts,** volcanoes, tornadoes, hurricanes, **floods,** tsunami waves, etc. One of the deadliest disasters in modern history was the *Indian Ocean Earthquake,* known by the scientific community as the *Sumatra-Andaman Earthquake.* It **occurred** on December 26th in 2004. The earthquake and its tsunami killed more than 283,100 people and **devastated** coastal communities in Indonesia, Sri Lanka, India, Thailand and elsewhere. The Haiti earthquake on January 27th 2010 with a magnitude of 7 and at least 52 **aftershocks** caused major damage to the nearby capital and its surroundings. Approximately three million people were affected by the **quake**. The majority of **residences**, commercial buildings and notable **landmarks** either **collapsed** or were destroyed. Damage to communication systems, transport facilities and electrical networks caused initial relief problems for **rescuers**, doctors, engineers and other **humanitarian aid** supporters. Earthquake in Japan in 2011 was the most powerful earthquake in the world. It **triggered** enormously destructive tsunami waves of up to 40.5 metres which destructed a number of residences, infrastructure and caused the nuclear accidents.

3. Which natural disasters are mentioned in the text above? Which of them is the most dangerous and why?
4. What are the consequences of natural disasters such as tsunamis and earthquakes?

FOOD AND ENERGY SOURCES

In October 1999, the human population of the Earth **reached 6 billion**. We have to realise that we cannot expand forever because the Earth's **resources** are not **limitless.** In fact, we have passed our **sustainable** limits for both of our major food and energy sources and we are very quickly reaching our fresh water limits. Many organisations throughout the world warn of the dangers of **burning fossil fuels** and of nuclear waste **by-products.** They **promote** alternative energy sources that could be used without producing by-products and are **renewable.** After the Fukushima accident in 2011 in Japan, more and more people protest against nuclear power stations. Solar energy is used on a smaller **scale** for example to heat up swimming pools. It could be used on a larger scale to run cars or spaceships. Wind power, geothermal energy (**obtained** from the internal **heat** of the planet) or hydroelectricity will also be used more in the future. More than 1 billion people live in total **poverty** and many children die every year of **starvation.** There is a **remarkable** difference between certain parts of the world, such as Western Europe or the USA, with consumer societies and poor African states where people die of starvation.

5. Why do we need renewable sources of energy?
6. Which alternative sources of energy are discussed in the text above?

EXTINCTION OF SPECIES

Every organism needs certain living conditions, such as temperature, water, light and soil, to survive. Nowadays, the existence of some plants and animals is in danger. *The Red List of* ***Threatened*** *Species,* created in 1963, gives **precise** criteria to **evaluate** the extinction risk and **provides** a list of species that are in danger. For example elephants, tigers, pandas, whales, corals, great apes, **marine turtles**, polar bears, rhinos, snow leopards and dolphins are at the top. Worldwide organisations, such as Greenpeace, WWF (World Wildlife Fund), Friends of Earth and others, are trying to protect endangered plant and animal species. The most endangered living animal species in Slovakia are **chamois**, **marmot** and **lynx** and from plant species the most endangered is **edelweiss**.

7. Which plant and animal species are endangered? Name some of them.

ECOLOGY AWARENESS IN SLOVAKIA

Many of these problems also concern our country. Sudden weather changes often lead to high water levels in many areas of Slovakia. The most devastating was the flood in spring 2010, which caused enormous damage. Our country has to follow certain EU **measures** concerning the environment. The *Kyoto Protocol* is an international **agreement** linked to the *United Nations* ***Framework*** called *Convention on Climate Change.* The countries which have **ratified** it, **commit** themselves to reducing their emissions of carbon dioxide and five other **greenhouse gases.** Another major environmental issue are the **nuclear power plants** in Jaslovské Bohunice and Mochovce. As the older reactors in Bohunice did not meet the European standards, they were shut down in 2006 and 2008. However, the two new reactors in Mochovce are **due to** be completed in 2013 and 2014.

8. Which ecological issues in Slovakia are dealt with in the passage above?

SOLUTIONS AND SUGGESTIONS

Man certainly has the intelligence and the means to solve ecological problems and to save this planet for future generations. Environmental organisations, such as *Greenpeace,* **point to** the most serious ecological problems and try to give their **warnings** the greatest publicity possible through the mass media and public campaigns. Many of their activities have been successful and the growing **public attention** has made governments **pass** various **laws aimed at** improving the environment. For example, the use of DDT was **banned by law** all over the world, **catalytic converters** and **unleaded petrol** in cars are compulsory in many countries, the use of **phosphates** in soaps is forbidden, and most industrial countries have agreed to stop using ozone-destroying chemicals in

aerosol sprays. **Concern** for the environment should be a part of people's lives. Therefore, there is a great need for environmental education. Children of all ages should be educated to have a much better understanding of the fact that this planet, weather, climate, water, air, soil, people, animals, birds and plants create one ecosystem and cannot exist separately.

9. Which laws were passed in order to improve the environment?
10. Suggest possible solutions for solving some ecological problems using the ideas from the text.

☐ VOCABULARY LIST

to accelarate – urýchľovať
acid rain – kyslý dážď
aftershock – následný otras
agreement – zmluva, dohoda
billion – miliarda
by-product – vedľajší produkt
carbon dioxide [ka:bən daɪ'ɒksaɪd] – oxid uhličitý
catalytic convertor – katalyzátor
chamoise [ʃæmwa:] – kamzík
coastal – pobrežný
to collapse – zrútiť sa
to commit – zaviazať sa
concern – záujem
to contribute – prispievať
consequence [kɒnsɪkwəns] – následok
damage – škoda, ujma
degradation – zhoršenie
to devastate – spustošiť
drought [draʊt] – obdobie sucha
to dump – vysypať, skladať odpad
earthquake – zemetrasenie
edelweiss – plesnivec
to endanger – ohroziť
to evaluate – ohodnotiť
exhaust fumes [ɪg'zɔ:st fju:mz] – výfukové plyny
fertiliser (AmE: fertilizer) [f3:təlaɪzə(r)] – hnojivo
flood – povodeň
flooding – zatopenie
framework – rámec
greenhouse gas – skleníkový plyn
heat – horúčava
to hit – udrieť, zasiahnuť
humanitarian aid – humanitárna pomoc
to increase – zvýšiť
infertile [ɪn'f3:taɪl] – neúrodná
insect – hmyz
landmark – pamiatka, pamätihodnosť
lead [led] – olovo
limitless – neobmedzený
lynx [lɪŋks] – rys
marine turtle [məri:n] – morská korytnačka
marmot [ma:mət] – svišť
means – prostriedok
measure – opatrenie
melting of mountain glaciers [glæsɪə(r)s] – topenie horských ľadovcov
nuclear power plant – jadrová elektráreň
to obtain – získať
to occur [ə'k3:(r)] – vyskytovať sa
ozone layer [leɪə(r)] – ozónová vrstva
pesticide [pestɪsaɪd] – pesticíd (na ničenie hmyzu)
phosphate [fɒsfeɪt] – fosfát
to point to – poukazovať na
pollution [pə'lu:ʃn] – znečistenie
poverty – chudoba
precise [prɪ'saɪz] – presný
to promote – propagovať
to provide – poskytnúť
public attention – pozornosť verejnosti
(earth)quake – zemetrasenie
radioactive particle – rádioaktívna častica
rate – miera
to ratify [rætɪfaɪ] – ratifikovať
to reach – dosiahnuť
remarkable – pozoruhodný
renewable – obnoviteľný
rescuer – záchranár
residence – obydlie

resource – zdroj
rising – stúpajúci
scale – rozsah
soil – pôda
species [spi:ʃi:z] – druhy
to spoil – pokaziť, zničiť
starvation – hladovanie
sulphuric acid [sʌlf rɪk æsid] – kyselina sírová
sustainable [sə'steɪnəbl] – udržateľný
threatened [θretənd] – ohrozený
to trigger – spustiť
unleaded petrol – bezolovnatý benzín
warning – varovanie
waste – odpad

to be banned by law – zákonom zakázaný
to burn fossil fuels – spaľovať pevné palivá
to pass laws aimed at – schváliť zákony zamerané na

☐ VOCABULARY PRACTICE

Task 1 Fill in the following words in their correct form in the following passages about seasons.

BLOOM/BLOSSOM/MELT/SET/PLANT

Spring begins on March 21st. Nature awakens, snow [1]_____ and the temperature rises. Trees [2]_____ and flowers, such as snowdrops, daffodils and tulips, [3]_____. People enjoy working in their gardens: they dig the soil and [4]_____ seeds. Light showers and sunny intervals are typical for this season. Days become longer because the sun [5]_____ later.

FLOOD/DRIZZLE/DEW/THUNDERSTORM/HARVESTING

Summer begins on June 21st. The weather is great for nature lovers, hikers, campers and beach lovers. Ripe fruit are collected and bottled. This is also the season of collecting mushrooms and [6]_____ . Summer heat alternates with [7]_____ , showers, downpours, rain, hail and [8]_____ with lightening. When the sky clears up and it is a bright and clear day again, a beautiful rainbow can be seen in the sky. In the morning, there is often [9]_____ on the grass. Weather extremes, such as droughts and [10]_____ , can often spoil all the year´s crops.

RISE/FLY/SLEET/SHED/TURN/PICK

Autumn starts on September 23rd. Days get shorter and the sun [11]_____ sooner and sets earlier. Indian summer brings the last warm days of autumn. Children[12]_____ their kites, while their parents clean their gardens and [13]_____ apples, pears, cabbages, cauliflowers and potatoes. Picking mushrooms, collecting walnuts, rosehips and

chestnuts are popular family activities. This is also the season of hunting. The weather is unpredictable and nature changes a lot. It is foggy, misty, muddy and damp. It rains cats and dogs, it [14]_____ and hails. People wear raincoats and umbrellas in order not to get soaked. Children wear Wellington boots and jump into puddles on purpose. Tree leaves [15]_____ yellow, red and brown and then the trees [16]_____ them. Flocks of birds move to southern countries.

FROSTY/ICICLES/SLUSH/ICY/NASTY

Winter begins on December 21st. The temperature drops rapidly and the lowest temperature can go as low as twenty degrees below zero. It is cold, snowy, [17]_____ and icy. Children build snowmen and throw snowballs. They enjoy skiing, sledging and skating on ice rinks or frozen ponds. [18]_____ hang down from the roofs. Drifts of snow and [19]_____ roads often cause traffic problems. It is [20]_____ when the northern wind blows and the thaw begins. The ice and snow melts and turns into [21]_____ .

(Adapted from http://en.wikipedia.org)

Task 2 Add the sentences in column A to the most likely responses in column B. 8

A		B
Example: It's a lovely day, isn't it?	a	
1. It's getting warm, isn't it?	___	a) Yes, it is.
2. Nasty day, isn't it?	___	b) Yes, but it seems to be clearing up.
3. Do you think that this sunny weather will last?	___	c) Oh, yes. I hate it when it's pouring with rain.
4. It's going to freeze at night.	___	d) I hope it'll keep fine.
5. It's a gloomy day.	___	e) It'll be cold and windy.
6. What's the weather going to be tomorrow?	___	f) I'm afraid it does.
7. What's the weather report for today?	___	g) I hope not.
8. We're having a hot spring this year, aren't we?	___	h) They said light showers in the west with mild wind.
9. The heat's unpleasant, don't you think?	___	i) Oh, yes, very unpleasant.
10. It looks like rain, doesn't it?	___	j) Oh, yes. But it's going to get cooler again.
		k) Yes, this weather is quite unusual for this time of year, don't you think?

Task 3 **Describe what happens when the following natural disasters hit. Which of them cause the biggest damage? Which continents/countries/areas are they typical for?**

earthquakes – fire – droughts – volcano eruptions – tornadoes – hurricanes – floods – tsunami waves – avalanches

☐ LISTENING

Task 4 **Weather Forecast**

You are going to hear a weather forecast for the weekend. Based on your listening, choose A, B or C to finish the sentence. According to the text, the weekend will be: ___ .

CD 1 Track 25

A) mostly sunny B) mostly dry C) mostly wet

Task 5 **Sharks**

You are going to hear a text about sharks. For the following questions 1–6 choose the correct answer (A–D). Listen to the recording twice. Now you have two minutes to read the task.

CD 1 Track 26

1. **According to the text, how big are sharks?**
   A) about 3 metres long
   B) longer than 30 metres
   C) shorter than 15 centimetres
   D) longer than 15 metres

2. **Why are sharks interesting from a medical point of view?**
   A) Because they have a complicated immune system.
   B) Because their teeth cannot regrow.
   C) Because they can easily get cancer.
   D) Because of their unknown medical potential.

3. **Why are there 80% less sharks than before?**
   A) Because they are over-fished and sold.
   B) Because their body parts are sold.
   C) Because they are killed for body parts, over- fished and caught by chance.
   D) They are dying out because of an unknown disease.

4. Why was the local shrimp catch in Australia devastated?

A) Because of a drop in the number of sharks.
B) Because of a decrease in the octopus population.
C) Because of a population explosion of sharks.
D) Because of an increase in shrimp numbers.

5. Why are sharks part of a finely balanced ecosystem?

A) Because they have a negative effect on sea life.
B) Because when their numbers decrease, the number of other sea creatures can increase.
C) Because when their numbers increase, the number of other sea creatures can decrease.
D) Because their population can increase rapidly.

6. Why are sharks useful for people?

A) Because their meat is very tasty.
B) Because they can help people balance the ecosystem.
C) Because of their potential in medicine.
D) Because people can kill them in attacks.

☐ LANGUAGE IN USE

Task 6 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example. 8

Example: The environment means the surroundings in which people, animals and plants develop and [0] exist. . — 0. EXISTENCE

Pollution, climate change and [1] _____ catastrophes are serious issues which concern us. — 1. NATURE

The most serious ecological problems today, such as the [2] _____ of ecosystems, the [3] _____ of many species of animal and plants and the pollution of the water, air and soil, have been caused by man himself. — 2. DESTRUCT, 3. APPEAR

Fertilisers also [4] _____ the soil and may have negative effects on human health. — 4. POLLUTION

[5] _____ and city waste is often dumped near lakes and rivers. — 5. INDUSTRY

Global warming causes the melting of mountain glaciers and the [6] _____ of the sea level. — 6. RISE

The Red List of Threatened Species created in 1963 gives precise criteria to evaluate the [7]_____ risk of different species and provides a list of species that are in [8]_____.

Alternative energy sources could be used without producing by-products and are [9]_____.

More than 1 billion people live in total [10]_____ and many children die every year of [11]_____.

Life on our planet is [12]_____.

7. EXTINCT
8. DANGEROUS
9. NEW
10. POOR
11. STARVE
12. DANGER

Task 7 **Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.**

NEW ICE HOTEL TO OPEN DOORS

Canadian entrepreneurs [0]*announced* **(announce)** plans on Tuesday for North America's first Ice Hotel and said 1,000 tourists [1]_____ **(sign up)** to spend a night in a chilly building [2]_____ **(make)** of ice and snow. "So far, we [3]_____ **(receive)** more than 1,000 reservation requests. These numbers have exceeded our expectations and we [4]_____ **(predict)** a big success in our first year of operation", Ice Hotel communications director Francis Leonard [5]_____ **(tell)** Reuters. The hotel, [6]_____ **(build)** from 4,500 tons of snow and 250 tons of ice, is scheduled [7]_____ **(open)** next January just outside Quebec City. It [8]_____ **(stay)** open for the next three months, before it [9]_____ **(melt)** in spring. The Ice Hotel's facilities [10]_____ **(include)** a bar, a cinema and art galleries, with ice exhibits, as well as executive suites complete with an ice bed. The concept of an ice hotel [11]_____ **(currently, import)** from Sweden, which constructed what its owners say was the world's first ice hotel in Jukkasjarvi, some seven hours' drive from Stockholm.

(Adapted from http://archives.cnn.com/2000/TRAVEL/NEWS/11/01/canada.icehotel.rent)

READING

Task 8 Read the short text and answer the question below.

Which of the following were NOT discussed by the scientists as possible causes of the eruption?

A) seismic activity
B) rupture of a natural gas pipeline
C) drilling in a nearby well
D) both seismic activity and drilling

ERUPTION OF THE LUSI MUD VOLCANO IN INDONESIA

Lusi erupted in May 2006 and continues to spew out boiling mud. Thirteen people have died, as a result of a rupture in a natural gas pipeline underneath. The debate on as to what caused the eruption took place at a meeting of petroleum geologists. A drilling firm called *Lapindo Brantas* was accused of causing the eruption by drilling in a nearby well. 42 out of the 74 scientists were convinced that the drilling was the cause of the eruption. Other scientists testified that the fracture was triggered by a 6.3 magnitude earthquake two days earlier 280km away. There is no dispute that seismic activity can provoke mud volcanoes. 13 of the scientists felt that it was a combination of the earthquake and the drilling that was to blame for triggering the problem.

(Adapted from http://news.bbc.co.uk/1/hi/sci/tech/7699672.stm)

REVIEW

Task 9 What is the difference in meaning between the following words? If you are not sure, check the meaning in your dictionary.

a) ecology/environment
b) hail/mist/sleet
c) damage/disaster/catastrophe
d) fish/fishes
e) soil/ground/earth
f) waste/dirt/trash/litter
g) banned/forbidden/not allowed to/prohibited/prosecuted/fined
i) cool/chilly/cold
j) misty/foggy

Task 10 Match the words in column A to the words in column B to make pairs.

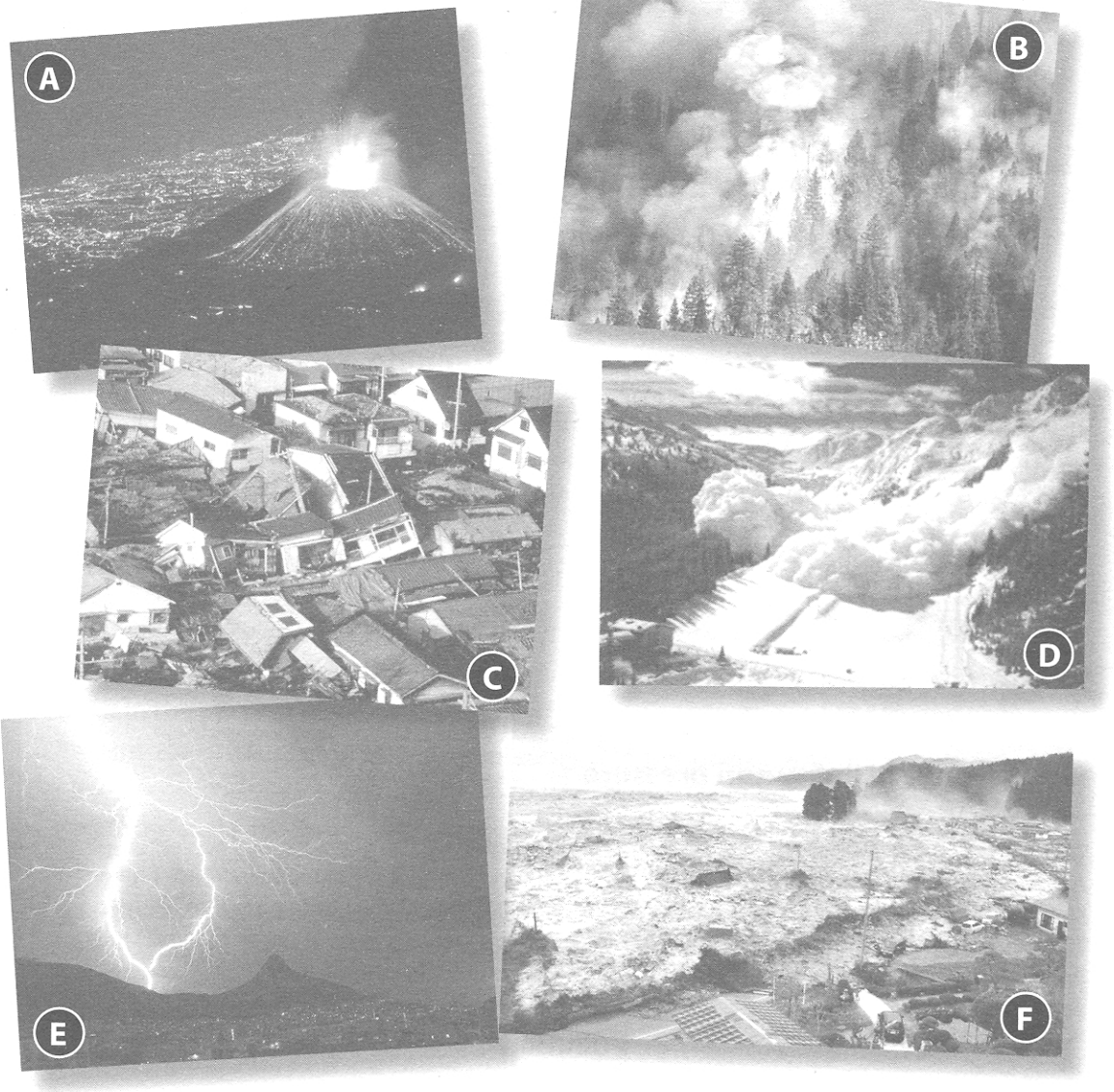
A		B
Example: endangered	g	a) energy
1. acid	___	b) pollution
2. ozone	___	c) spray
3. oil	___	d) fuels
4. aerosol	___	e) layer
5. greenhouse	___	f) converters
6. solar	___	g) species
7. global	___	h) warming
8. fossil	___	i) rig
9. catalytic	___	j) effect
10. water	___	k) rain

Task 11 What should be done about the following things to save our planet? Choose one of the words to complete the following sentences.

1. The use of DDT was _____ by law all over the world.
   A) banned *B) allowed* *C) reduced*
2. Catalytic converters and unleaded petrol in cars are _____ in many countries.
   A) important *B) compulsory* *C) polluted*
3. The use of phosphates in soaps is _____ .
   A) forgotten *B) forgiven* *C) forbidden*
4. Most industrial countries have agreed to _____ using ozone-destroying chemicals in aerosol sprays.
   A) cancel *B) stop* *C) abolish*
5. Fossil or traditional fuels should be _____ by alternative forms of energy, such as solar energy, wind power, geothermal energy or hydroelectricity.
   A) replaced *B) reduced* *C) recovered*
6. Factories should be _____ for putting their chemical waste into rivers.
   A) concerned *B) fined* *C) warned*

☐ SPEAKING

A **Look at the pictures below. Identify the natural disasters in the pictures and talk about what happens when they occur. Say which you think is the most dangerous and explain why. Talk about recent natural disasters in the world.**



B **Which ecological activities does your country/region/school promote to protect our planet? What do you know about Slovakia´s nuclear power plants?**

C **You are going for a 5-day trip to London to visit your best friend who lives there. You want to pack but you do not know what the weather will be like there. Look at the 5-day weather forecast for London on the BBC. First comment on it and choose the information which you need as a tourist. Then, say which clothes you will pack and what you can do as a tourist there as a result of the weather.**

WEATHER LONDON

Sun	Mon	Tue	Wed	Thu
17°C 7°C	16°C 7°C	16°C 7°C	15°C 4°C	12°C 5°C
3	4	4	11	9

Morning		Afternoon		Evening		Night	
SUNRISE 06:22		SUNSET 17:59					
06:00	09:00	12:00	15:00	18:00	21:00	00:00	03:00
7	8	12	17	14	12	11	9
1	2	3	4	5	3	3	4

> Humidity, visibility and pressure

Today
A fine day generally with some bright or sunny spells, with the best of the sunshine likely during the afternoon. With only a light breeze it will feel pleasantly warm in the sunshine.

Tonight
Cloud amounts are likely to increase again and patches of mist or fog are also likely to form, especially in rural parts. Turning chilly under any prolonged clear breaks.

UV	Pollution
2	Low

D Role-play "A VOLUNTEER"

You: You are a very ecology-conscious person. Talk to your girlfriend/boyfriend about your plans for the summer holidays. You plan to go to a country recently hit by a tsunami to do some voluntary work there. You are willing to spend all your savings on the flight ticket and the stay there. *Persuade* your girlfriend/boyfriend to join you.

Your partner: Your boyfriend/girlfriend, who is an ecology-conscious person, is going to talk about his/her plans for his/her summer holidays. He/she will try to persuade you to go a country recently hit by a tsunami with him/her to do some voluntary work there. You can imagine more a romantic holiday than doing voluntary work all summer and spending all your savings on that. *Give some arguments against* joining your boyfriend/girlfriend.

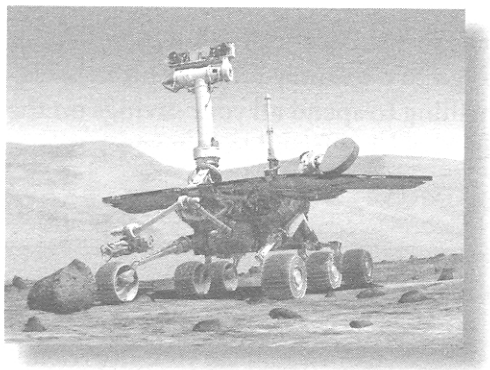
☐ PRESENTATION – taking notes and preparing a presentation

Conduct an Internet survey about the **pros and cons of using various energy sources**: fossil fuels, nuclear energy, geothermal energy, solar energy, hydroelectric energy, tidal power and wind power. *Take notes* and *write* about the efficiency of using the various energy sources. *Prepare* and *give a presentation* in front of the class without reading it as if you were an energy specialist.

Follow these steps:

1. Greet the audience. *(Hello everyone! Good morning and welcome.)*
2. Introduce yourself. *(I'm...)*
3. Explain the purpose of your presentation. *(In my presentation, I will be talking about...)*
4. Present the structure of your presentation. *(I have divided my talk into three parts: Firstly..., Secondly..., Thirdly..., Finally...)*
5. Refer to visuals and handouts. *(As you can see; The first chart shows...)*
6. Give many examples. Personalise.
7. Ask checking questions *(Is that clear so far?)*
8. Summarise the main ideas at the end. *(To conclude; To summarise the main points of my talk...)*
9. Have a discussion with your audience. *(I hope you enjoyed my presentation and if you have any questions, please don't hesitate to ask me.)*
10. Say goodbye.

13 SCIENCE AND TECHNOLOGY



The science of today is the technology of tomorrow.
Edward Teller

Modern technology
Owes ecology
An apology.

Alan M. Eddison

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **science:** scientist, researcher, inventor, explorer
  to conduct research, to experiment, to study, to observe, to invent, to discover, to explore, to search for, to achieve, to apply
- **technology:** development, technological change, machine manufacturing, steam power, powered machinery
- **inventions:** wheel, gun powder, windmills, watermills, steam engine, printing machine, electric bulb, telegraph, telephone, laser, nuclear power
- **technological progress:** transport, medicine, biology, information and communication technology
- **everyday usage of modern technology:** household appliances, gadgets, devices, machines
- **pitfalls of using modern technology in life:** abuse, misuse, threat, pollution, damage, hurt, growth of consumer society, materialism, social/psychological/spiritual hunger, erosion of privacy and anonymity, brain drain

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Which inventions from the past are essential for mankind?
2. What would our life be like without new inventions and technologies?
3. Can you think of any ways that science can be misused? Explain.
4. Why is human cloning still an issue that is discussed among researchers?
5. How can the Internet be misused?
6. What type of mobile phone will your children be using one day?
7. What are the biggest problems associated with communicating via mobile phone or via the Internet?
8. Name some examples of pollution caused by technology.
9. How is your life affected by living in a consumer society?
10. Can you name any famous scientists? What are they famous for?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

SCIENCE AND TECHNOLOGY

Science is the systemized knowledge **gained** through experimentation, **observation** and study. There exist many **fields** of sciences – natural sciences, social sciences, environmental sciences and so on. Many **discoveries** (such as the fact that the Earth is not flat) were made **through** observation. Some discoveries lead to the **invention** of an object, a process or a technique. Technology (a product of science) is the application of knowledge **to achieve** a practical result. Society depends on technology and technology exists thanks to the needs of society. Technological development changes society. However, our world has not always been like that. Inventions from the past have contributed enormously to technological development. For example, the invention of the **wheel** had an **incalculable** impact on transportation. **Watermills** and **windmills** were perfect energy **providers.** The industrial revolution, which started in the 18th century in England, brought **major** technological change. The economy based on **manual labour** was replaced by an economy dominated by machine manufacturing. Major **achievements** were the invention of **steam power** and **powered machinery**. Since then, technology has become a part of our everyday life.

1. What is "science" and "technology"? How are they related?
2. Which inventions from the past are mentioned in the passage above? Why are they crucial to our lives?

PROGRESS IN TRANSPORT, MEDICINE AND BIOLOGY

Society has made **enormous scientific** and technological **progress** in transport, medicine, biology and information technology. We realise this when we compare how people travelled in the 18th century and how they travel now. Progress in the car industry and in **aviation** is really **incredible**. In the middle of the 20th century people were able to leave the planet for the first time and **explore space.** *Yuri Gagarin,* the Soviet cosmonaut, was the first human who entered **outer space.** The American astronaut, *Neil Armstrong,* who died in 2012, was the first man to set foot on the Moon.

Great progress has been made in the field of medicine. Science and technology have helped **provide pain relief** for certain types of diseases. It has even **cured** and **prevented** some **diseases** that were considered **incurable** in the past. It helps **prolong** people's lives and makes the lives of **the handicapped** easier. In the field of biology, especially microbiology, scientists do not prolong life, but create it. "**In vitro**" **fertilisation** and **cloning** are currently **the most debated issues** in this field. The first one presents a technique for the **treatment** of **infertility** in which **egg cells** are **fertilised** outside the woman's body. Cloning an organism means creating a new organism with the same

genetic information as a **cell** from an existing one. This invention in molecular biology can be used for many **purposes**, e. g. to produce organs or **tissues** to repair or **replace damaged** ones. However, many people do not agree with human cloning saying that the **potential for abuse** is very big.

3. How has technology made our lives easier with regard to travel?
4. Can you name any examples of scientific research in the field of medicine?

INFORMATION AND COMMUNICATION TECHNOLOGY

During the last few **decades,** we have **witnessed** a huge **advance** in information and communication technology, especially in **wireless** technology. The most **remarkable** advances were the inventions of the **mobile phone** and the Internet. At the beginning of the 20th century, nobody would have been able to imagine what life would be like at the beginning of the 21st century. Technology **evolves** very quickly and the process is unstoppable. Japan and the USA compete to be the first to introduce the latest **"high-tech"** product into the market. The amount of people using mobile phones has **rapidly increased,** especially in Central and Eastern Europe. Mobile phones have become either a symbol of comfortable, quick communication or a fashion, mainly among **teenagers**. Newer and newer applications for mobile phones are being developed; they, for example, allow users to download CD quality songs to their wireless phones. The mobile phone, the music player, the camera and the **palm computer** are being put together into one little **gadget. Current trends** show that gadgets are getting more and more **sophisticated** and young people (even children) are able to use them without difficulty. A computer **skill** is becoming a basic skill **acquired** early in childhood. Information and communication technologies are also getting more and more **accessible**. Computers have already replaced people in some professions.

5. Based on the passage, summarise the ideas about the latest high-tech inventions and products.
6. What impact on society is there when people are replaced by computers?

PROS AND CONS OF NEW INVENTIONS

Science and technology help us with **minor** everyday work (**household appliances**) but also with important global issues like saving human lives or exploring space. Without it our lives would be much more difficult and our knowledge restricted. However, science and technology can be **misused**, as has already happened many times. Nuclear power is used in **nuclear power plants** which **generate** electricity. Many organisations, such as the independent, campaigning organisation *Greenpeace*, **promote** alternative ways of producing electricity. The safety of nuclear power plants is **debatable.** They **proved** to be dangerous in the 1980s in Chernobyl (the Ukraine), where a massive nuclear explosion put the rest of Europe in danger, and in 2011 in Fukushima in Japan. The inventions of nuclear physics are also used in medicine, both in **diagnosis** and therapy and in other fields. How-

ever, the **armaments industry**, especially in producing **nuclear weapons**, has become the most dangerous **threat** to the world we live in.

7. Which pros and cons of new inventions are discussed in the text above?
8. In which areas of science are the inventions of nuclear physics used?

WHAT´S OUR FUTURE?

Technology has created a **consumer lifestyle**, the opposite extreme of **poverty**. The consumer society has been very **harmful** to the environment and it does not provide us with a **sense of fulfilment**. It forces us to **rely on** material things because we **suffer from** social, psychological and **spiritual hungers**. It also causes physical damage because this type of lifestyle causes many diseases. Scientists will continue to **conduct** research in medicine, microbiology and all the other fields of science. Slovakia has many good researchers, but in recent years a lot of highly qualified scientists, programmers, technicians, doctors and teachers have left the country to find a better paid job elsewhere. This **phenomenon**, called the **brain drain**, presents a serious **loss** for our country and is caused by a **lack of** job opportunities and low salaries. It is therefore very important to improve the economy **as a whole** and create good working **conditions**, so that this trend does not continue for much longer.

9. Do you agree with the fact that today´s consumer lifestyle is the by-product of technology? Explain.
10. Which factors cause a brain drain?

☐ VOCABULARY LIST

abuse [ə'bju:s] – zneužitie
accessible [ək'sesəbl] – dostupný
to achieve – dosiahnuť
achievement – úspech
to acquire [ə'kwaɪə(r)] – osvojiť si
advance [əd'va:ns, AmE əd'væns] – pokrok
armaments industry – zbrojný priemysel
aviation [eɪvɪ'eɪʃn] – letectvo
brain drain – odliv mozgov
cell [sel] – bunka
cloning – klonovanie
condition – podmienka
to conduct – viesť
consumer lifestyle – konzumný životný štýl
to cure [kjʊə] – vyliečiť
current trends – súčasné trendy
damaged – poškodený
debatable [dɪbeɪtəbl] – sporný, diskutabilný
decade – dekáda
diagnosis [daɪəg'nəʊsɪs] – diagnostika
disease – choroba
discovery – objav
egg cell – vajíčko (v tele ženy)
enormous – obrovský
to evolve – vyvíjať sa
to fertilise (AmE: fertilize) [f3:təlaɪz, AmE: f3:rtəlaɪz] – oplodniť
field – oblasť
gadget [gædʒɪt] – prístroj
to gain – získať
to generate – vyrábať
genetic [dʒə'netɪk] – genetický
harmful – škodlivý
high-tech – na vysokej technickej úrovni
household appliance [haʊshəʊld ə'plaɪəns] – domáci spotrebič
incalculable impact – nepredstaviteľný dopad
incredible – neuveriteľný
incurable – nevyliečiteľný
infertility [ɪnfə'tɪlətɪ] – neplodnosť
invention – vynález
in vitro fertilization (also fertilization) [ɪn vi:trəʊ f3:təlaɪ'zeɪʃn] – oplodnenie v skúmavke
lack (of) – nedostatok
loss – strata
major [meɪdʒə(r)] – hlavný
manual labour (AmE: labor) – manuálna práca
minor [maɪnə(r)] – drobný
to misuse – zneužiť
mobile phone (AmE: cell phone) – mobilný telefón
nuclear power plant – jadrová elektráreň
nuclear weapons [nju:klɪə(r) wepəns] – jadrové zbrane
observation – pozorovanie
outer space – vesmír
palm computer – počítač do ruky
phenomenon [fə'nɒmɪnən] (pl. phenomena) – jav
potential [pə'tenʃl] – potenciál
poverty – chudoba
powered machinery – stroje poháňané elektrickou energiou
to prevent – predchádzať
to prolong – predĺžiť
to promote – propagovať, presadzovať
provider [prə'vaɪdə(r)] – poskytovateľ
to prove [pru:v] – dokázať
purpose – účel
to realise (AmE: realize) [rɪəlaɪz] – uvedomiť si
to rely on – spoliehať sa na
remarkable – pozoruhodný
to replace – nahradiť
science [saɪəns] – veda
scientific progress [saɪəntɪfɪk] – vedecký pokrok
skill – zručnosť
sophisticated – zložitý, vyspelý
steam power [sti:m paʊə(r)] – parný stroj
to suffer from – trpieť na
threat [θret] – hrozba
the handicapped – postihnutí
through [θru:] – cez
tissue [tɪʃu:, also tɪsju:] – tkanivo
treatment – liečba
watermill – mlynské koleso
wheel [wi:l] – koleso
windmill – veterný mlyn
wireless – bezdrôtový
to witness – byť svedkom

as a whole [həʊl] – ako celok
to explore space – preskúmať vesmír
to increase rapidly – prudko zvýšiť
the most debated issues – najdiskutovanejšie témy
to provide pain relief – poskytnúť úľavu od bolesti
sense of fulfilment – pocit naplnenia
spiritual hunger – duševný hlad

☐ VOCABULARY PRACTICE

Task 1 **From the list below, choose the inventions/machines/gadgets/household appliances/means of transport which you use daily and also the things which you do not use at all. Then, decide which thing is the most important and the least important for you and say why.**

hair dryer – washing machine – mobile phone – car – lift – fridge – kettle – microwave oven – television – computer – cooker – lighter – television – CD player – digital camera – toaster – vacuum cleaner – dishwasher – coffee machine – laptop – MP3 player – alarm clock – tablet – play station – e-book reader – drill – satellite dish – fan – printer – Xerox machine – fax machine – answering machine – bicycle – air-conditioner – palm computer – watch – air-humidifier – calculator – digital photo frame

I daily use: _____

I never use: _____

The most important for me is: _____

The least important for me is: _____

Task 2 **What do children/teenagers/adults use computers for? Choose from the box.**

write documents – scan pictures – play games – browse the Internet – watch DVDs – listen to CDs – make music – download music – read on-line books learn English – send e-mails – do on-line shopping – draw pictures – save photographs – burn CDs – prepare presentations – take notes chat on the Internet – pay bills – look for partners – control household heating – watch films – read blogs – use Facebook – make videos – read news – Skype/ICQ

children: _____

teenagers: _____

adults: _____

☐ LISTENING

Task 3 Big Brother

You are going to hear a text about how our privacy is in danger because of modern technology. Based on the text, fill in the gaps with one or two missing words. Listen to the recording twice.



Our every move is being constantly [1]_____ **(1 word)**. We can not do anything about it as we live in the modern world. When we do our shopping, we are recorded on camera [2]_____ **(1 word)** of times. When we use our [3]_____ _____ **(2 words)**, without realizing it, we inform marketers about where we shop, what we buy and at what time. Using store cards will guarantee regular [4]_____ **(1 word)** on products we bought. By shopping online we are not safer at all. Browsing web sites leaves even more [5]_____ **(1 word)** for companies to "tailor" their advertisements according to our needs. If we register on web sites, we ensure that we receive more [6]_____ _____ **(2 words)** than "real-mail". And what awaits us in the future? Even more erosion of [7]_____ **(1 word)** as technology makes leaps and bounds ahead. According to DNA testing, the future of our health will be [8]_____ **(1 word)**. Spies will know about our past and future. Are we becoming victims of the [9]_____ _____ **(2 words)**, where everybody knows everything about us? In this [10]_____ _____ **(2 words)**, we are losing our privacy and anonymity.

☐ LANGUAGE IN USE

Task 4 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: [0] Advances in technology have now reached the stage that it is [1]_____ for doctors to help during operations that are taking place in another part of the country or even on the other side of the world. A doctor can see their patient and

0. ADVANCED

1. POSSIBILITY

[2]_____ the patient about his/her case on their video phone and speak [3]_____ to the surgeons performing the operation. [4]_____ systems are already being used to help professionals make diagnoses in [5]_____ locations (such as in the Australian Outback). It is still not clear just how far this technology could go. In [6]_____ with keyhole surgery techniques, where a doctor can use a tiny camera to work inside a patient without [7]_____ surgery, a surgeon could operate [8]_____, using a robot to carry out the surgery on site. However, there would still need to be medical staff [9]_____ in case of emergencies, such as if there is a power cut or if a telephone [10]_____ is lost during surgery.

2. INFORMATION
3. DIRECT
4. SIMILARITY
5. DISTANCE
6. COMBINE
7. MAJORITY
8. REMOTE
9. PRESENCE
10. CONNECT

Task 5 Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets.

At the beginning of the 20th century nobody [1]_____ **(can, imagine)** how life would be at the beginning of the 21st century. You have to remember that at that time, electricity was still a relatively new phenomenon and the word "Internet" [2]_____ **(not, mean)** anything to anybody. The first real computers [3]_____ **(develop)** during the Second World War, but it was not until later that they [4]_____ **(become)** widely used. At the beginning none of the computers [5]_____ **(be)** much smaller than a room. The first printed circuit boards [6]_____ **(not, produce)** until 1956, but they created a digital revolution. Since that time, they [7]_____ **(develop)** rapidly, and are something which can now [8]_____ **(find)** in everything from watches to televisions. Home computers [9]_____ **(also, become)** more popular. There may soon come a time when everyone in the developed world has access to a computer. Already, it [10]_____ **(become)** normal in business to make sure that you do not just have somebody's address and telephone number, but also their e-mail.

☐ READING

Task 6 **Read the text about Hyundai America Technical Center, Inc. (HATCI). There are some parts of the sentences that are missing. Choose which option (A–I) best fits into the gaps (1–6). There are three extra options which do not fit any of the gaps.** ⟵8

Hyundai America Technical Center, Inc. (HATCI), along with its partner *Quantum Technologies, Inc.*, are bringing the future a little closer with major advances in the world of fuel cells and cutting edge technology that could power the cars of tomorrow. They are doing this by filling the hydrogen storage tank of a fuel cell powered *Hyundai Santa Fe* 1 . Until now, no automotive manufacturer has been able to fill a hydrogen fuel cell vehicle tank to more than 3,600 psi.

The fuel system developed for the Santa Fe meets the challenging packaging requirements for hydrogen fuel cell vehicles. While increasing the journey range – with more hydrogen in the same space – the vehicle maintains maximum safety conditions and 2 .

"Hyundai is very proud of the achievement it has made with Quantum Technologies in the way of fuel cell technology advancement," said Young Woo Kim, president of HATCI. "With the success of the Santa Fe, it made sense to adapt our hot-selling crossover sports-utility 3 . By filling our hydrogen tank to 5,000 psi and increasing the range, it brings us that much closer to producing a vehicle that meets the standards of our customers".

"A vital issue in bringing fuel cell vehicles to the marketplace is extending vehicle range – 4 ," according to the President and CEO of Quantum. "This is the principle advantage of the *TriShield™* tank".

The packaging of hydrogen is achieved with Quantum's TriShield™ tank technology. The tanks are designed and manufactured with a one-piece seamless liner, a carbon composite over-wrap for strength, and a tough impact-resistant shell. This lightweight, rigid design allows for improved range and safety of the hydrogen. The ability to store large amounts of hydrogen in a small amount of space in a safe tank, even in the event of a collision, 5 .

Hyundai is participating in the *California Fuel Cell Partnership*, a public-private venture of carmakers, energy and fuel cell technology companies, and government agencies working together 6 . The partnership is headquartered in *West Sacramento, California* and over the next few years, more than 60 fuel cell vehicles will undergo road testing in real-world driving conditions.

(Adapted from Concept Car: Hyundai´s New Hydrogen Technology)

A) to the cutting edge world of energy efficient fuel cell vehicles.
B) to store clean hydrogen fuel at a never before reached level of 5,000 psi.
C) which requires efficient storage of compressed hydrogen at a high pressure.
D) that means increasing of safety and travel comfort of passengers in the back seats.
E) to advance the commercialisation of fuel cell-powered vehicles.
F) is what makes this technology so unique.
G) even if the prices go down rapidly.
H) allows for minimal intrusion into the cargo and passenger areas of the Santa Fe.
I) to design and manufacture them with the ability to store large amount of hydrogen.

Task 7 Read the text about mobile phones. Based on the text, decide which of the options (A–D) best answers the questions 1–5 below.

Around 1.5 billion people around the world use mobile phones. The amount of people using mobile phones has rapidly increased, especially in Eastern Europe. There is an ongoing debate over their safety. People are afraid of potential dangers linked to mobile phones. Mobile phones have become either a symbol of comfortable, quick communication or a fashion symbol mainly among young people. On the other hand, a recent survey indicates that there is a growing fear of radiation from using mobile phones. People are worried that their everyday usage might cause diseases such as cancer. But a British report in 2000 concluded there was no evidence of harm associated with using mobile phones. However, the report did recommend a precautionary approach and said children should only use mobile phones in emergencies.

Mobile phones are not radioactive as such, but they emit radio waves, just as other electronic equipment does, when they are switched on. They are held against the head for a long time which might be harmful to our brains. However, there is still insufficient evidence to prove this. Many studies have suggested mobile phone radiation may have some effect on the body, such as heating up body tissue and causing headaches and nausea, but no study has proved that radiation has permanent harmful effects.

A study co-ordinated by a German research group studied the effects of radiation on animal and human cells in a laboratory. They found that, after being exposed to electromagnetic fields, the cells showed a significant increase in DNA damage. This damage could not always be repaired by the cell. Damage was also seen in the next generation of cells. Mutated cells are seen as a possible cause of cancer. The results of this study are preliminary, not yet published and require further research. Definitive research would take another four to five years.

If you are concerned about it, here are some precautions you can take:

- Do not spend hours on the mobile phone.

- If you have regular headaches, stop using your mobile phone for a while to see if that helps.
- Send messages instead of calling. It will save you money too.

Most people agree that it is very dangerous to use mobile phones (even hands-free mobile phones) when driving. Some people think that phones should be labelled with their power ratings.

Some people advise using hands-free kits (you carry your mobile phone in your pocket, listen to the earpiece and talk on a tiny microphone). However, the Consumer Association thinks that having tiny earpieces may even increase the level of radio emissions because the wire acts as an extra antenna. Hopefully, wireless earpieces will reduce all risks and will guarantee safe and "healthy" calling. Franz Adlkofer, researcher, said people should use landlines, rather than mobiles, wherever possible.

(Adapted from http://news.bbc.co.uk)

1. What did the British report show?

A) It is evident that mobile phones are harmful.
B) Mobile phones have no harmful effects on our health.
C) Mobile phones are extremely dangerous.
D) People should not worry about using mobile phones.

2. What did the results of the German study show?

A) Exposure to radiation damages our DNA.
B) Cells cannot be repaired after the damage caused by electromagnetic fields.
C) Cells are not affected by the presence of radiation.
D) Electromagnetic fields do not affect our DNA.

3. In the text, what advice is given about using mobile phones?

A) Stop using your mobile phones forever.
B) Use hands-free mobile phones when driving.
C) Read carefully the labels with power ratings on your phone.
D) Send more text messages instead of calling.

4. According to the text, are hands-free kits harmful to our health?

A) Yes, they are harmful to our ears.
B) No, because the level of radio emissions is not so high.
C) Yes, therefore it would probably be better to use wireless earpieces.
D) No, when you use an extra antenna.

5. Which is not true about using mobile phones according to the text?

A) Using mobile phones causes the heating up of body tissues.
B) Using mobile phones is the reason for headaches.
C) Using mobile phones can negatively affect our brain.
D) Using a mobile phone can permanently damage our health.

Task 8 First Computer Network

Read the article about Paul Barran. Decide whether the following statements 1–8 are true or false. Write the letter (A–E) of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once.

A	In 1964, Paul Barran, from the *American RAND Corporation,* published a report describing how computers could be linked together to provide a communications network after a nuclear war. His idea was quite simple – if you have a network with a central control centre, then an enemy can destroy the whole network by just destroying the central control – it would be much safer to have a network of independent control centres, or nodes. In 1969, a network like this was developed in America. By 1972, 37 computers were connected together in 'ARPANET', a network based on these ideas.
B	Scientists were supposed to use the network to share supercomputers – computers were so expensive in the 1960s and 1970s that there were only a few 'powerful' computers available. These 'powerful' computers could perform a million mathematical calculations a second – but today's home computers are a million times more powerful. Scientists found that they could not only share the computing power available, but that they could also send messages to each other and exchange information about their research, data and even gossip. This became known as e-mail – electronic mail.
C	Soon ARPANET was not the only computer network available. A growing number of networks began to be linked together. They evolved into the Internet, but this was still a technology which was only used by a small number of universities and research institutes. The real breakthrough came in 1989 with the development of the world wide web.
D	The world wide web allows the sharing of documents which have links to other documents contained within them through a simple series of codes called HTML. As well as text, it allows the sharing of sounds, pictures, and even gives people the chance to buy and sell things. This new development made the Internet much more accessible.
E	Nowadays, millions of people use the Internet from all over the world, although there are still restrictions in some countries. It is changing the world, and moving at such a rate that it is impossible to say how large it is or how many web pages are available to be read. If we wrote something here today, it would be completely out-of-date by next week.

1.	**According to the text, the Internet is currently accessible to anyone anywhere.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
2.	**Paul Barran invented the world wide web.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
3.	**Initially, scientists used the network to send messages to each other.** *A (true)* *B (false)* *Which paragraph (A–E supports your answer?* ☐
4.	**The supercomputers of the 1970s were more powerful than today's home computers.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
5.	**In the past, the Internet was mainly used by universities and research institutes.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
6.	**According to the text, the amount of web pages is limited.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
7.	**Barran´s idea was to create a network of independent control centres for the safety reasons.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
8.	**At the beginning, the amount of computers was limited because they were costly.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐

☐ REVIEW

Task 9 **Describe one of the machines/gadgets/household appliances/means of transport from Task 1 in the Vocabulary Practice. Describe its usage to your classmates without telling them which object you are describing. Let them guess what it is.**

Task 10 **Presentation**

In groups, design a super intelligent mobile phone or a super intelligent vehicle or a super intelligent robot. Draw it and present its design, features and functions to the class. Follow the steps in Unit 12 on page 191 (Presentation).

☐ SPEAKING

A **Look at the picture below and *describe* it in details.**

- **Talk about:**
  - its appearance,
  - its possible usage,
  - where it can be used,
  - what it does (how it moves, what sounds it makes),
  - how it works,
  - what it might be called.



B **Express and justify your opinions about the statements below according to the scale provided.**

TOTALLY DISAGREE – DISAGREE – NOT SURE – AGREE – TOTALLY AGREE

1. People should be more careful about the information they put on social networks, such as Facebook or Twitter, because this information can be misused.
2. The Internet is a reliable source of information.
3. Cloning people should be forbidden.

C Simulation

Your mother wants to buy a new mobile phone. She is not very experienced with mobiles. *Give* her some useful *advice* on how to make a good choice and tell her what things she should keep in mind when making her decision. Tell her about the functions of your mobile phone and say what you like/do not like about it.

D Role-play "FASHIONABLE GRANNY"

Create a dialogue between a young man and his grandmother who is learning how to use a mobile phone. To make the situation more real, use proper intonation, raise your voice when necessary, make pauses and use body language.

Granny: You have received a new mobile phone from your grandson who worries about you and wants to be in touch with you more often. Your grandson will explain to you how to use it. You are quite old and you do not hear very well. You also wear false teeth, so it is not easy to understand you. You find using the mobile phone very difficult and you really do not understand your grandson's instructions. *Ask* him *to repeat* and rephrase what he says about the mobile phone until you understand.

Grandson: You have bought a mobile phone for your Granny so that you can be in touch with her more often. Explain to her how she can use her new mobile phone. She is quite old and cannot hear very well. She also wears false teeth, so it is not easy to understand her. What is even worse, she does not understand your instructions, so be patient and *re-explain* to her how to use the mobile phone until she understands.

☐ WRITING a letter of complaint *(písanie sťažnosti)*



You have recently bought a brand new vacuum cleaner on sale in Home Appliances Store. Though it was not expensive, you expected that it would function for some time. It broke down after the first time you used it. You went to the shop to make a claim on the goods and the shop assistant refused it and was rude. Write a letter of complaint (200–220 words) to the manager of the Home Appliances Store. In your letter:

- explain the reason why you are writing the letter to the manager,
- describe what went wrong,
- *complain* about the product,
- complain about the poor service and unwillingness of the shop assistant,
- ask for compensation.

14 COMMUNICATION – ITS MEANS AND FORMS



Good communication is as stimulating as black coffee, and just as hard to sleep after.

Anne Morrow Lindbergh

If I am to speak ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now.

Woodrow Wilson

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **communication:** information exchange (encoding/decoding a message), communication intention, participants: senders, receivers, listener, speaker, interviewer, interviewee
- **types of communication:** *direct communication* (face to face communication)/*indirect communication*
- **forms of communication:**
  oral communication: (interaction in real time, negotiation of the meaning of messages, direct feedback, pauses, fillers, hesitation words, intonation)
  written communication: (precise choice of words and grammar, spelling, coherence, consistency of ideas)
- **non-verbal communication:**
- body language, facial expressions, eye contact, mime, gestures, the movements of our hands, touches, proximity, body posture and overall appearance
- **formality of the discourse** (controlled use of language)/informality (slang, jargon, swear words, accent, colloquial expressions)
- **communication skills:** professional training, control of body language
- **historical development of communication:** through sounds, facial expressions, body posture, pictures, signs, letters
- **mass communication:** inventions, rapid spreading of information, storing and searching for information, socialising is weakened and threatened
- **other ways of communication:** Braille (the blind/visually impaired), sign language (the deaf), Morse Code, SOS (Save Our Souls)

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. How do people communicate?
2. How do animals and plants communicate?
3. How do people communicate with animals and vice versa?
4. Are there any animals that you think are capable of learning human language? Why?

5. What do you think is the difference between body language and sign language?
6. How would you express "I am angry" using body language?
7. Which jobs require good communication skills?
8. Which do you prefer? Talking to your friends face to face, on the phone or by Skype?
9. What kind of language do you use when you talk to your friends? Do you ever use slang or jargon?
10. How do you think people will communicate in the future?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

WHAT IS COMMUNICATION?

Communication is the act of **exchanging thoughts,** ideas, messages or information between **senders** and **receivers** via some medium. Speakers send a message to their listeners who **encode** its meaning and then react to it. Daily, we send and **receive** new pieces of information when we talk to somebody, ask questions, write emails or text messages, explain rules, give instructions, **persuade** our friends to go out with us, **apologise** for misunderstandings, **complain** about bad service and so on. We communicate when we talk, listen, read, write, send signals or even look at somebody or something with interest. **Unless** there is a **purpose** (communication **intention**) for communication, it does not happen.

Nowadays, almost all professions **require** excellent **communication skills.** Many companies **provide** their employees with special communication training to **enhance** their employees´ negotiation skills in order to deal with clients effectively. Communication courses train their participants on how to give clear messages, listen to each other, control the speed of their speech, use their voices and body language, **predict** information and **adjust** to different communication partners. Efficient communication skills are the main **prerequisite** to success in business, study and in our personal lives.

1. When do people communicate?
2. What do you understand by "communication skills"? Why are they important in our lives?

WRITTEN AND ORAL FORMS OF COMMUNICATION

There are two forms of communication: written and oral. The written form of communication requires a **precise** choice of words, correct grammar and a specific writing style. Written information has **permanent value** and can be read more times. **Visually-impaired** people and the blind can read **Braille** and use special reading machines which convert written text into speech or Braille. Speaking is more or less a **subconscious** process and does not require as much concentration as the written form does. Speakers and listeners **interact** in real time. Real-time communication **enables** listeners to ask for infor-

mation to be repeated which was not heard or understood. Since the message is expected to be given immediately without much thinking, speech often **contains** many pauses and **fillers** *(actually, well, you know what I mean, right...).* However, their **overuse** can be very **disturbing** for listeners. Intonation of the voice often **varies** according to the emotions of the speakers. In the oral form, the explanations of messages can also be **accompanied by non-verbal** communication. Our **facial expressions, mime,** eye contact, **gestures**, touches, **proximity, body posture** and overall **appearance** talk for us. They show our feelings and **reveal** our **current mood.** The main role of non-verbal communication is to keep the interest of listeners and **support** explanations. Non-verbal communication is very specific in different cultures. Politicians, diplomats and business managers practise different social behaviour **in accordance with** the rules written in *Diplomatic Protocol.* **The deaf** communicate just **via sign language** which combines the movement of the hands, arms and the body as well as facial expressions. They fully **rely on** their body language which enables them to express their thoughts.

3. What are the features of the written and oral forms of communication mentioned in the text above?
4. What are pros and cons of real time communication?
5. Which other means of communication can be used besides words?

TYPES OF COMMUNICATION

Communication happens in real time when **participants communicate face to face.** Such communication, also called **direct** communication, gives its participants the opportunity to **clarify** unheard or misunderstood messages either verbally or non-verbally. Communication can also be realised **indirectly** through various **communication channels** (telephones, contracts, letters, songs, posters, pictures) where senders and receivers of information do not see each other and do not necessarily know each other.

The choice of words, grammar and style of communication depends on **formality** and the importance of a communication situation and on our communication partners. A student would talk to a university professor with respect and would perhaps use formal and polite forms of language. Students among themselves would rather use **informal** and usually incorrect language, **filled up** with slang, **jargon** and sometimes **swear words**. Breaking grammatical rules and leaving out words which do not carry the main meaning is also quite typical for informal communication among the young.

6. How does direct communication differ from indirect communication?
7. What impact does the formality or informality of a situation have on the language that is used?
8. What kind of language would students probably use among themselves?

DEVELOPMENT OF HUMAN COMMUNICATION

Human communication **underwent** some historical development. In the past, humans exchanged their thoughts through sounds, facial expressions, gestures and body posture.

Later on, **spreading** information through pictures, signs and finally letters led to **significant** progress in the development of communication. In the 15th century, after *Johann Guttenberg* had invented printing, written texts were easily spread among people, which increased general education in European countries. New **inventions** of the 20th century, such as radio, television and computers, enabled mass communication among people through the spreading of information in a very short time. The amount of people using mobile phones **has rapidly increased**. It has become the quickest and the most efficient way of communication and also a part of many people´s lifestyles. *Skype* and *ICQ* are modern forms of communication. They enable people to talk in real time and send and receive documents or pictures. They are an excellent source for **storing** and searching for information. They have become modern communication partners for many people. However, there is a real **threat** that people will spend more and more time in front of computers which **weakens** our abilities to socially interact and the oral form of communication. It seems that Internet communication leads mostly to the development of written communication. New inventions make communication faster and easier. Using social networks, such as Facebook or Twitter, have become a part of everyday life for millions of people. Who knows how and by what means we will communicate in the future...

9. Based on your reading, compare and contrast the way people communicated in the past and how they communicate nowadays.
10. What are the threats of using new communication technologies?

☐ VOCABULARY LIST

to accompany – sprevádzať
to adjust [ə'dʒʌst] – prispôsobiť sa
to apologise for (AmE: apologize) – ospravedlniť sa za
appearance – vzhľad, zovňajšok
body posture [pɒstʃə] – postoj, pozícia
Braille [breɪl] – Brailove písmo
to clarify [klærɪfaɪ] – ujasniť
communication channel – komunikačný kanál
communication skill – komunikačná zručnosť
to complain about – sťažovať sa na
to contain – obsahovať
to convert – premeniť
direct – priamy
disturbing – rušivý
to enable – umožniť
to encode – dekódovať
to enhance – posilniť, zvýšiť
facial expression [feɪʃl] – mimika
filled up (with) – byť plný niečoho
filler – vyplňujúci výraz v komunikácii
gesture [dʒestʃə] – gestikulácia, gesto
indirectly – nepriamo
intention [ɪntenʃən] – zámer
to interact – vzájomne pôsobiť
invention – vynález
jargon [dʒa:gən] – žargón
to mime – hranie, predvedenie niečoho pantomímou
negotiation [nɪgəʊʃɪeɪʃən] – jednanie, rokovanie
to overuse – nadmerne používať
participant – účastník
permanent – trvalý, stály
to persuade – presvedčiť
precise [prɪ´saɪs] – precízny
to predict – predpovedať
prerequisite [pri:rekwɪzɪt] – nevyhnutý predpoklad
to provide [prə'vaɪd] – poskytnúť
proximity [prɒksɪmɪtɪ] – blízkosť
purpose – účel
to receive – prijímať
receiver – prijímateľ

to rely on – spoliehať sa na
to require [rɪkwaɪə] – vyžadovať
sender – odosielateľ
sign language – znaková reč
significant – významný
to spread – šíriť
subconscious [sʌbkɒnʃəs] – podvedomý
to support – podporovať
swear word [sweər] – nadávka
the deaf – hluchí
threat [θret] – hrozba
to undergo – podstúpiť
unless – pokiaľ ne-
value – hodnota
to vary [veərɪ] – líšiť sa
via [vaɪə] – prostredníctvom
visually-impaired [vɪʒʊəlɪ ɪm´peəd] – zrakovo postihnutý
to weaken – oslabiť

in accordance with – v súlade s
to communicate face to face – komunikovať osobne
to exchange thoughts [θɔ:ts] – vymieňať si názory
to increase rapidly – prudko sa zvýšiť
to reveal current mood – odhaliť aktuálnu náladu

☐ VOCABULARY PRACTICE

Task 1 What message do the following public signs give? Where could they be seen?



a) b) c) d) e) f) g) h)

Task 2 Which things below are considered polite (P) and impolite (I) during formal conversation?

1. to have eye contact with a partner ____
2. to touch a partner ____
3. to shout ____
4. to ask for repetition ____
5. to bite fingernails ____
6. to speak quietly ____
7. to speak a lot ____
8. to use polite language ____
9. to interrupt an on-going conversation ____
10. to listen to a partner ____

Task 3 Translate the following expressions connected with making phone calls into Slovak. If necessary, check the meanings in your dictionary.

1. to look up a number in the directory _____
2. to dial a number _____
3. the phone is ringing _____

4. to pick up the receiver _____
5. to hang up _____
6. the line is engaged _____
7. to hold on _____
8. to put somebody through _____
9. to ask for the charges to be reversed _____
10. extension 567 _____
11. to leave a message _____
12. to take a message _____

☐ LISTENING

Task 4 Telephone Conversations

You are going to hear some short telephone conversations and answer the following questions. Choose from answers A, B, C and D. Listen to the recording twice.



CONVERSATION 1: Why is the woman phoning? ___

A) to offer help
B) to ask for help
C) to confirm she will help
D) to refuse to help

CONVERSATION 2: Why is Mark calling? ___

A) to arrange Spanish lessons for himself
B) to arrange Spanish lessons for his friend in the beginner´s class
C) to arrange Spanish lessons for his friend in Mark´s class
D) to cancel his friend´s Spanish lessons

CONVERSATION 3: Harry cannot speak to Alison because: ___

A) he is not available
B) he is probably not able to speak yet
C) his mother will not let him speak to Alison
D) he won´t pick up the phone

CONVERSATION 4: Who is calling whom? ___

A) Ian is calling Lee
B) Carol is calling Ian
C) Carol is calling Lee
D) Lee is calling Carol

CONVERSATION 5: What do we know about the reunion? ___

A) it will be cancelled
B) it cannot be postponed
C) its place will be changed
D) its date will be changed

☐ LANGUAGE IN USE

Task 5 **Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.**

One morning I [0] *received* **(receive)** an e-mail from one of my colleagues. It [1]_____ **(ask)** me for some advice about a file which was attached. I was about [2]_____ **(open)** the file when I noticed that I had six other messages which were exactly the same. I [3]_____ **(receive)** (yet another) computer virus. Someone was probably sitting in a darkened bedroom [4]_____ **(feel)** very pleased with himself. He [5]_____ **(manage)** to break through my anti-virus security systems. I was sitting fuming, [6]_____ **(realise)** that whilst my computer was well protected against the virus, I would probably lose half a day's work while I checked all the rest of the computers in the offices. Computer viruses [7]_____ **(be)** a pain in the neck. The only good news is that nowadays more and more computer hackers who produce the viruses, [8]_____ **(catch)**. The infamous Melissa virus, which rapidly [9]_____ **(attack)** computers across the world in 1999 causing $80 million worth of damage, is a good example. By tracing the telephone, which was used [10]_____ **(access)** the Internet when the virus was sent out, police [11]_____ **(be)** able to catch the hacker within a week. Later, he [12]_____ **(sentence)** to only eighteen months in prison. And how [13]_____ **(I, feel)** about that? Angry. The man caused a huge amount

of damage and [14]_____ **(give)** eighteen months – if he [15]_____ **(catch)** stealing $1 he could have been given a similar sentence. He and others like him, whose activities steal much more from me every month – in time and STRESS!

☐ READING

Task 6 **Read the text about the Internet. Based on your reading, fill in the missing words into the gaps provided in the summary below. The sentences appear in a different order than in the text. You may use words that do not appear in the text.**

THE ROLE OF THE INTERNET IN MODERN TIMES

The Internet presents a true revolution in many areas of our life. It has changed the way we study, work, entertain or communicate with our families, friends, business partners and people we do not know. When we need to find information, it saves our time and money.

Before the Internet, people had to use the phone to find out about train timetables, opening hours or details about products or services. They depended on encyclopaedias or dictionaries to find information. Internet search engines and online books and dictionaries have replaced them.

It is a must for companies and different institutions to have their own website. Many professions or services depend on the Internet. Via the Internet we send documents, buy things, book hotels, reserve tickets, transfer our money or find partners.

These days, almost everybody uses e-mail to communicate and send information or documents. Most of us use the Internet as a form of entertainment. We can easily find articles about matters we are interested in, download music or even films. Copyright is often ignored on the Internet. Confidential material, films or music clips appear on the Internet without permission to use them freely. Using social networks, chatting, joining different discussion groups and reading blogs has become very popular, especially among the young.

Nowadays, almost all schools, companies and institutions have access to the Internet. Many Internet providers have decreased the prices of using it. It is becoming normal to also have access to the Internet at home.

Much discussion concerning the safety of the Internet has been going on in the last few years. Most of these discussions are about the safety of personal information and the safety of bank transfers. Many hackers get into different computer systems and misuse the data. They also create computer viruses which can destroy the data completely.

1. Nowadays, encyclopaedias and dictionaries have been _____ **(1 word)** by Internet search engines.
2. Thanks to the Internet, we spend neither much _____ nor _____ **(2 words)** when looking for the information we need.
3. Computer _____ **(1 word)** can destroy important data when they get into systems.
4. The Internet is affordable for everybody because its price has _____ **(1 word).**
5. The protection of _____ _____ **(2 words)** is the subject of many discussions about Internet safety.
6. Many people use the Internet for _____ **(1 word)** rather than for sending documents, booking hotels, transferring money or doing on-line shopping.
7. In the past, _____ **(1 word)** were used for making enquiries instead of the Internet.
8. The running of various companies and _____ **(1 word)** would be impossible without the Internet.

Task 7 Read the text about non-verbal communication. For questions 1–6, choose the best alternative (A), (B), (C) or (D). There is only one correct answer.

ACTIONS DO SPEAK LOUDER THAN WORDS

According to some researchers, non-verbal communication matters makes up as much as 70 per cent of all our communication. Humans communicate not only with words but also with body language: posture, gestures, facial expressions and eye movements. Our words are accompanied by our body language to indicate our current mood, attitude or state of mind. Such signals are sent subconsciously and therefore they are rarely controlled. According to body language experts, appropriate usage of non-verbal communication is worth having under control in various situations in life.

Concerning body language, the way someone *shakes our hand* is particularly important and affects our opinions of others. Shaking only your fingers or your wrist instead of with the entire arm is a poor way introducing yourself. A limp handshake shows insecurity and fear while strong handshakes reveal dominance. The perfect handshake is worth practising. Extending your hand without looking at the other person or constant hand pumping would not impress either.

Eye contact may indicate the interest in the topic communication partners have. Teachers, managers, sales representatives and others should keep eye contact with their listeners to persuade them and to gain their trust. On the other hand, too much eye contact can express uncertainty or lack of trust. Unfocused or indirect eye contact reveals boredom.

Touching your ears, *scratching* your chin, *blinking* your eyes too rapidly also indicates that something is wrong with the speaker. These are common signals of lying. *Licking* your lips or *rubbing* your legs together during conversation may be taken as sexual cues. *Biting* your lips or even your nails is a terrible nervous habit from childhood. These signs reveal vulnerable, shy and embarrassed people or inexperienced liars.

Crossing arms across the chest is a frequently used gesture which creates a physical barrier between speakers. It indicates opposition and that someone is not willing to accept his/her partner´s ideas. Accompanied with a frowning face and indirect eye contact, such a gesture indicates outright hostility. Keeping your arms at your sides and with open palms indicates that the listener is accessible.

Crossing legs is very common body language among both sexes. Women cross their legs more often than men. Body language experts recommend not to cross your legs but to keep your feet firmly on the ground during meetings or job interviews. It helps synchronise the function of the right and left hemisphere and focus better on thinking and responding.

1. **Which of the following types of body language do experts recommend we use?**
   A) an appropriate hand shake and eye contact
   B) deep and direct eye contact
   C) crossing legs
   D) crossing arms across the chest

2. **Which body language tells us that people are not telling the truth?**
   A) avoiding eye contact
   B) a frowning face
   C) a poor handshake
   D) touching some parts of the body

3. **Why shouldn´t we cross legs during interviews? Because:**
   A) it indicates sexual flirtation
   B) it can worsen the attention of the interviewee
   C) it creates a visible barrier between the interviewer and the interviewed
   D) it means disagreement with the interviewer

4. What can we read from people´s handshakes?

A) if they are trustworthy
B) if they control other people
C) if they are accessible
D) if they are honest

5. What does crossing arms indicate?

A) discomfort of the speaker
B) an unfriendly attitude of the speaker
C) nervousness of the speaker
D) constant lying

6. According to the text, our body language is used to:

A) take control
B) give clearer messages
C) show our emotions
D) persuade our listeners

☐ REVIEW

Task 8 Which parts of our body do the following things? Can you mime them?

1. yawn 2. sneeze 3. cough 4. snore 5. hiccup 6. chew 7. swallow
8. blink 9. blush 10. wink 11. shake 12. sigh
13. rumble 14. frown 15. shiver 16. stretch 17. bite 18. weep

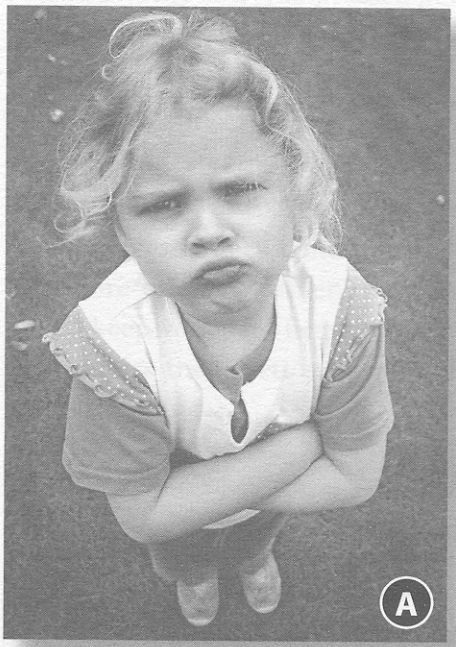
Task 9 What is the difference between the following words? If you are not sure, check the meaning in your dictionary.

a) say – speak – talk – tell
b) listen to – hear – eavesdrop
c) shout – scream – yell – cry
d) whisper – mutter – murmur
e) smile – laugh – giggle

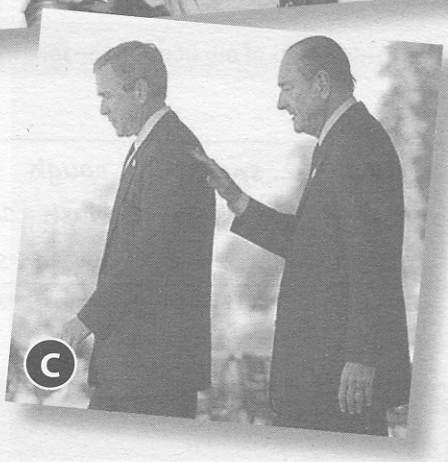
☐ SPEAKING

A **Look at the pictures below.**

- **Talk about:**
  – how people communicate their messages to their receivers in the following pictures,
  – what they try to express via their way of communication.







B **Why do our gestures speak for us?**

Look around yourself and comment on your classmates´ body language, their gestures and mime. What would you tell your classmates if you were a body language specialist – what body language is acceptable in formal relationships (with your teachers, doctors...) and among your friends?

C Simulation

If you were a secondary school teacher, what communication skills would you need to have to make your students interested in your subject? Consider:

- *verbal communication* (strength of the voice, intonation, pace of your speech, choice of words, pauses...)
- *non-verbal communication* (gestures, mime, eye contact, body posture, proximity to students)

D Role-play "FACEBOOKING"

You: You are very keen on chatting on Facebook with your friends. You think that it is a lot of fun to join different groups, exchange messages, update your profile and be in daily contact with your friends. However, your best friend is against using Facebook. *Try to persuade* him/her to join Facebook by telling him what he/she can use it for.

Your partner: You think that using Facebook is a very childish activity and that it is time-consuming. You don't want to join it because you want to protect your privacy. However, your best friend will try to persuade you to join it. *Give him/her your reasons* for not joining Facebook.

☐ WRITING an essay *(písanie eseje)*



Some people think that the Internet might be dangerous because one can easily become addicted to it. Others believe that it is not possible. In your essay (200–220 words), consider the problems that are connected with using the Internet. Also include:

- a title for your essay,
- express the general opinions of various people on the topic,
- *describe* the advantages and disadvantages of using the Internet and support your explanations with specific examples,
- summarise the ideas mentioned above and *express your own opinion.*

15 LEARNING LANGUAGES



Without a knowledge of languages,
you feel as if you don't have a passport.

Anton Pavlovich Chekhov

A different language is a different vision of life.

Federico Fellini

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **language:** mother tongue, first language, second language, foreign language
- **reasons for learning languages:** a must, prestige, entertainment, necessity, needs: social, personal, business, academic
- **learning and acquiring languages:** formal setting (school, private lessons), informal setting (at home) bilingual setting, multilingual and multicultural environment
- **English as a foreign language (EFL):** language learning proficiency levels (total beginner, false beginner, pre-intermediate, intermediate, upper-intermediate, advanced), to obtain a certificate, to take your finals
- **influential factors when learning a foreign language:** motivation (internal vs. external), attitude, aptitude (ability), age (young vs. adult learners), personality: introvert(ed) vs. extroverted (extraverted) learners, intelligence (linguistic intelligence), setting (place)
- **varieties of English:** British English, American English, Australian English, New Zealand English, Canadian English, South African English, Indian English, Caribbean English
- **the status of the English language:** lingua franca, the language of foreigners, immigrants, expatriates

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. What are your reasons for learning English?
2. What is difficult about learning a foreign language?
3. Why do some people find it difficult to speak foreign languages?
4. Which is more important when learning foreign languages? Intelligence or motivation?
5. What do you think is the best age to start learning a foreign language?
6. Can a foreign language be learned by watching television in that language?
7. How do you think small children "learn" their mother tongue?
8. Do you know anybody who speaks two mother tongues equally well?
9. What should foreign language learners do to be better in the language they are learning?
10. What is the purpose of taking the final exam ("maturita") in English?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

COMMON REASONS FOR LEARNING FOREIGN LANGUAGES

People learn **foreign languages** for **various** reasons. On the one hand, learning foreign languages can be a hobby for some people, or they might have professional, educational or social needs for learning them. On the other hand, their reasons may be connected to fashion and **prestige**. However, in this era of economic globalisation, it is becoming a **must** to speak a foreign language. People want to be able to communicate with the foreigners they meet when they travel or the ones they communicate with **via the Internet.** They also learn foreign languages (mostly English) in order to be able to understand foreign songs or read in a foreign language. **Mastering** a foreign language means being able to speak, write, understand speech and written texts in that language. **In some cases** people only **manage** to learn some of these **skills**. This might mean, for example, that somebody might be able to speak English but is not able to write in it **properly.** Surprisingly, there are some people who understand a foreign language but are not able to communicate in that language. Learning and using foreign languages makes our lives easier. It helps us communicate with people abroad, make new friends or meet business partners. It is pleasant and makes it easier to **get to know** other countries and new cultures when we speak a foreign language. It **increases** our **self-confidence** when we are able to read texts in a foreign language, understand songs and watch films without subtitles.

1. What common reasons are there for learning foreign languages?
2. What does mastering a foreign language mean?

LEARNING FOREIGN LANGUAGES AT SCHOOL

English, German, Spanish, French and other foreign languages have become a part of the **curriculum** at secondary schools. Russian has almost **disappeared** from our schools. However, it is **gradually** coming back. Many Slovak people still **have a passive knowledge of** this **language**. English, Spanish and German are the most learnt and popular languages in our country. Formal learning of foreign languages starts at primary schools and continues up to university. Some children learn English or another foreign language at a very early age. There are children who are **raised** in bilingual families. This means that they **acquire** two languages naturally and both of them are their **mother tongues.**

3. Which foreign languages are taught at secondary schools?
4. What background do bilingual children come from?

LANGUAGE EXAMS

Students at secondary schools usually **take a final exam** ("maturita") **in** one foreign language. The final language exam usually tests all language skills, such as listening **comprehension**, reading comprehension, writing and speaking. Many students take extra classes to **catch up** with others or learn more than they learn at school. Various language schools offer language-learning courses of different kinds. Language learners can **obtain** different language **certificates** for different proficiency levels. The English ones that are most **required** include TOEFL (Test of English as a Foreign Language), the Cambridge ESOL certificates (English for Speakers of Other Languages) or City & Guilds. The ESOL certificates include certificates in general, professional and academic English. They **provide qualifications** for learners of English. People usually take exams to **receive** these certificates to be able to study at a foreign university or get a good job.

5. What does the final exam "maturita" in English test?
6. What other language certificates can be obtained?

VARIETIES OF ENGLISH

Languages are **grouped into** language families. English belongs to the **Indo-European** language family, English is a **Germanic** Indo-European language, while Slovak is a **Slavic** Indo-European language. English is one of the most **widespread** languages in the world and it has many **varieties.** The most famous ones are British and American English. From around 1600, the English colonisation of North America **resulted** in the **creation** of a **distinct** American variety of English. Some "Americanisms" are in fact original British expressions that were **preserved** in the colonies. Spanish also **had an influence on** American English; Spanish words entered English through the **settlement** of the American West. French words (through Louisiana) and West African words (through the **slave trade**) also influenced American English. Today, American English is particularly **influential, due to** the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

7. What are the most famous varieties of English?
8. What other languages influenced American English in the past?

ENGLISH – LINGUA FRANCA

English is one of the most widespread languages in the world. It is the *first language* (mother tongue) for most **inhabitants** of the Unites States of America, Canada, the United Kingdom, Ireland, Australia and New Zealand. There are a great number of countries where English is spoken as a ***second language***, for example by **immigrants.** For tourists, who come to an English-speaking country, English is a *foreign language*. The English language

has become a **lingua franca** – a language of international communication in business, science and politics. English is used in many different countries in the world. These countries share the same language (or its **variations**), but every one of them has its own traditions and habits. English is used within many international organisations, **although** it is only one of the many official languages of the European Union. The role of the European Union has increased in the last few years. Although the EU has made travel, study and business easier, some small nations are afraid of losing their **identity** in a united Europe. Some politicians, on the other hand, **are calling for** a United States of Europe. Many people think that with so many **diverse** cultures this **seems unlikely to happen** in the near future.

9. What is the difference between English as a first language (mother tongue), a second language and a foreign language?
10. Why is English called a lingua franca?

☐ VOCABULARY LIST

to acquire [ə'kwaɪə(r)] – osvojiť si
although [ɔ:'lðəʊ] – hoci
to catch up – dohnať koho
certificate – certifikát
to call for – vyzývať
comprehension – porozumenie
creation – vytvorenie
curriculum [kə'rɪkjələm] – učebné osnovy
to disappear – zmiznúť
distinct – odlišný
diverse [daɪ'v3:s] – rozmanitý
due to [dju: tə] – kvôli
foreign language [fɒrən] – cudzí jazyk
Germanic [dʒ3:mænɪk] – germánsky
gradually – postupne
to group into – zaradiť
to increase – zvýšiť
identity [aɪ'dentətɪ] – identita
Indo-European – Indoeurópsky
influential [ɪnflʊ'enʃl] – vplyvný
inhabitant – obyvateľ
immigrant – prisťahovalec
lingua franca [lɪŋgwə fræŋkə] – spoločný jazyk, lingua franca
to manage – dokázať
to master – zvládnuť
mother tongue [tʌŋ] – materinský jazyk
must – nutnosť, potreba
to obtain – získať
to preserve – zachovať
prestige [pre'sti:ʒ] – prestíž
properly – správne
to raise [reɪz] – vychovať
to require [rɪkwaɪə] – vyžadovať
to receive [rɪ'si:v] – prijať, dostať
to result – vyplynúť
second language – druhý jazyk
self-confidence – sebavedomie
settlement – osídlenie
skill – zručnosť
Slavic [sla:vɪk] – Slávsky
slave trade [sleɪv] – obchod s otrokmi
variety [və'raɪətɪ] – rozmanitosť, výber
various [veərɪəs] – rôzny
variation [veərɪ'eɪʃn] – variácia
widespread – rozšírený

to get to know – spoznávať
to have an influence on – mať vplyv na
to have a passive knowledge of a language – ovládať jazyk pasívne
in some cases – v niektorých prípadoch
to provide qualifications [prə'vaɪd] – poskytnúť kvalifikácie
to seem unlikely to happen – zdať sa nepravdepodobné, že sa to stane
to take a final exam in – zložiť záverečnú skúšku z
via the Internet [vaɪə] – prostredníctvom, cez internet

☐ VOCABULARY PRACTICE

Task 1 Which languages are spoken in the following countries?

a. England b. Wales c. Scotland d. Canada
e. the USA f. Mexico g. Ireland

Task 2 Which are your biggest difficulties when learning English as a foreign language? Read the list below and put a tick (√) next to those that are a problem for you too.

- I cannot spell some words in English.
- I have difficulties in understanding native speakers.
- I have to translate the things in my head before I say something.
- I do not understand tenses in English.
- I cannot remember new words.
- I think that my pronunciation is terrible.
- I cannot concentrate on long texts in English because I do not understand them.
- I am not able to write letters in English because I do not know how to write them.
- I do not speak in lessons because I am afraid that nobody will understand me.
- I think I have a very bad accent.

Task 3 What other problems do you face when learning English? What can you do about them? Ask your classmates to help you overcome your difficulties. Some ideas below can help you.

listen to English songs – watch films in English – read books in English – record yourself – repeat words after hearing native speakers say them – use dictionaries – practise speaking with your classmates – practise speaking in front of a mirror – chat with somebody via the Internet – sing songs in English – speak English to yourself – learn three new words daily – go to an English-speaking country

LISTENING

Task 4 Learning a Foreign Language

You are going to hear a psycholinguist giving some advice to his students about how to learn English effectively at school. Based on the listening, fill in the missing words in the summary below. Listen to the recording twice.



According to the speaker, the most important factor when learning a foreign language is [1]_____ **(1 word)**. Internally motivated learners are [2]_____ _____ **(2 words)** than externally motivated learners. Externally motivated learners are made to learn a foreign language by their parents, teachers or [3]_____ **(1 word)**. In some cases, external motivation can [4]_____ **(1 word)** into internal motivation. Adult language learners are worried about making [5]_____ **(1 word)**. Therefore, they would rather not use a foreign language until they feel they are absolutely ready. As a matter of fact, they are not as [6]_____ **(1 word)** as younger learners are. Besides motivation, age and attitude, the [7]_____ **(1 word)** of the learner is another important factor. Intelligence is important in [8]_____ **(1 word)** parts of learning a foreign language, such as learning and understanding grammar, writing essays, etc.

Task 5 Bilingual Children

You are going to hear a dialogue between two friends – Martin and Laura. Choose the correct answer true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.



1. **Martin recommends that everybody should raise their children bilingually.**
   A (true) *B (false)* *C (not stated)*

2. **Martin's wife would have spoken English to her son, if she had felt more comfortable doing so.**
   A (true) *B (false)* *C (not stated)*

3. **Oliver speaks English better than Slovak.**
   A (true) *B (false)* *C (not stated)*

4. **Oliver's English teacher doesn't mind when he corrects her.**
   A (true) *B (false)* *C (not stated)*

5. **Oliver is a bit confused about the way his classmates learn English at school.**
   A (true) *B (false)* *C (not stated)*

6. **Martin said that now it is not as easy as it was to speak English to Oliver.**
   A (true) *B (false)* *C (not stated)*

7. **Oliver speaks Slovak to his mother.**
   A (true) *B (false)* *C (not stated)*

8. **Martin's wife speaks English to her sons when she tells them what to do and what not to do.**
   A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 6 **Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.**

Example: I went on holiday to [0] *Germany* last year, where I met some really interesting people.	0. GERMAN
The first one was Mario: He was an [1] _____ , but	1. ITALY
we spoke [2] _____ together. He was really intel-	2. ENGLAND
ligent and he could speak [3] _____ , which really	3. HUNGARY
was a surprise for me. He also spoke [4] _____ ,	4. SPAIN
but he didn't know any [5] _____ . My other great	5. SLOVAKIA
friend there was Isabelle. She was [6] _____ ,	6. FRANCE
but her mother was [7] _____ so she could un-	7. POLAND
derstand most of what I said. The three of us had a great time.	
We went to see a [8] _____ film and then had	8. RUSSIA
a [9] _____ meal. We're hoping to meet again next	9. GREECE
year in [10] _____ .	10. DUTCH

☐ READING

Task 7 **Read the text below about learning foreign languages. Decide whether the following statements 1–10 are true or false. Write the letter (A–F) of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once.**

DO YOU SPEAK ENGLISH?

A	Some foreign language learners are never ready to use their language skills even though they might have a good knowledge of the language in question. They avoid communication because they do not want to solve any communication problems which might arise. They do not want to feel insecure and look silly in front of others when a breakdown in communication appears. Therefore, they prefer to avoid using foreign languages.
B	On the other hand, there are learners who are able to communicate effectively in just a short time after having learnt some basic structures and vocabulary. If necessary, they describe unknown or forgotten words with other words, create new words or borrow them from other foreign languages, or they use mime and gestures to get their message across. They are active participants in conversation despite having poor language competence. They use communication strategies to fill information gaps by all means available in the environment in which they are.
C	Most foreign language learners face huge barriers especially during the stage when they are expected to be "ready" to use a foreign language. Early-memorised phrases from English lessons, such as "this is a pen" or "the book is on the table", are not sufficient for real life conversation. There is no need to be afraid of speaking a foreign language. If learners are not confident enough, here are some strategies which might ease and make communication more efficient:
D	• If you can't find the words you want to use, try to express the meaning as closely as you can by using simple words from your vocabulary. • Feel free to use any non-linguistic resources, such as mime, gesture or imitation. You might be surprised how much you can achieve by using body language. • Get help from outside. Using a dictionary in real life conversation is often impractical and an irritant, so asking people around you to help figure out the word you are looking for can often be the best way.
E	• Be inventive! Take risks to create new words. For example, "ATM" (AmE) or "cash dispenser"(BrE) might be perfectly understood if you create a new word like "bank machine". • If you struggle to express yourself and your partner has basic knowledge of your mother tongue, try to switch to it but not for long.

F	Avoiding communication is not the best solution. If you are aware of your communication difficulties, try to use some of the strategies mentioned above. If one strategy fails, do not give up. Try the other one until you get the meaning across. To conclude, be confident enough to say YES to the question "Do you speak English?" by using any of these strategies.

1.	**Using your mother tongue is one of the communication strategies pointed out in the text.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
2.	**Some foreign language learners use a foreign language despite lacking knowledge in it.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
3.	**A high level of linguistic competence in a foreign language guarantees its usage.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
4.	**The first phrases learnt at school are very helpful in real life conversations.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
5.	**Potential failure and embarrassment can result in people giving up attempting to communicate in a foreign language.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
6.	**Learners are advised to use communication strategies to have a successful conversation in a foreign language.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
7.	**The text advises people to abandon a conversation if the communication strategy they have been attempting does not work.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
8.	**In the text, learners are recommended to substitute unknown words with easier ones.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
9.	**According to the text, making up new words is not a good idea.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐
10.	**It is recommended to look up words in dictionaries during communication.** *A (true)* *B (false)* *Which paragraph (A–F) supports your answer?* ☐

☐ REVIEW

Task 8 What is the difference in meaning between the following words? If you are not sure, check the meaning in your dictionary.

a.) tongue – language
b.) mother tongue – second language – foreign language
c.) learning – acquiring – picking up (the/a language)
d.) to speak – to say – to tell – to talk
e.) accent – dialect – standard language

Task 9 Match the words to their American and British English meanings.

British English		American English
Example: taxi	b	a) cell phone
1. chips	___	~~b)~~ cab
2. city centre	___	c) chips
3. crisps	___	d) downtown
4. dustbin	___	e) flashlight
5. shopping centre	___	f) fries
6. mobile (phone)	___	g) gas
7. pavement	___	h) mall
8. petrol	___	i) pants
9. take-away	___	j) zip code
10. torch	___	k) sidewalk
11. trousers	___	l) take-out
12. post code	___	m) trash can

Task 10 British-American Spelling Quiz

STAGE 1

Read the following list of words and *circle* the spelling that you normally use. You will find out whether you use British or American spelling.

1.	a) color	☐	b) colour	☐
2.	a) metre	☐	b) meter	☐
3.	a) defense	☐	b) defence	☐

4.	a) realize ☐	b) realise ☐
5.	a) checkbook ☐	b) chequebook ☐
6.	a) travelled ☐	b) traveled ☐
7.	a) behaviour ☐	b) behavior ☐
8.	a) theater ☐	b) theatre ☐
9.	a) recognize ☐	b) recognise ☐
10.	a) honour ☐	b) honor ☐
11.	a) four-storey ☐	b) four story ☐
12.	a) center ☐	b) centre ☐

STAGE 2

Now, you should fill in the boxes. Put "BrE" in 1b 2a 3b 4b 5b 6a 7a 8b 9b 10a 11a 12b Put "AmE" in the other boxes. "BrE" stands for British English and "AmE" for American English. Count the number of "AmE" answers that you have circled and compare it with the chart below.

0 points	You use British spellings.
1–3 points	You normally use British spellings, but make some mistakes.
4–8 points	You mix American and British spellings, so you should choose which one to use!
9–11 points	You typically use American spellings, but make some mistakes.
12 points	You use American spellings.

NOTE: You should try to be consistent – choose either American or British English. This book is written in British English – which English are the other books you have used written in?

STAGE 3

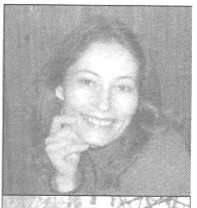
The following text has been written in a mixture of British and American English. Rewrite the text *either* in American English *or* in British English, according to which style is more natural for you.

I went to the new mall in the city centre yesterday. It's great – a colorful, six-storey building full of shops and restaurants. After we'd finished shopping, we went to a film and then had fish and fries. The journey back was a nightmare though – we ran out of petrol halfway home and I didn't have my mobile. We stopped a cab, and it dropped us off on the sidewalk outside the gas station. Then, I realised I'd lost my checkbook!

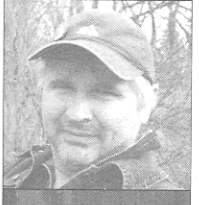
Which is more popular, British or American English? Why? Does it matter which one you speak?

☐ SPEAKING

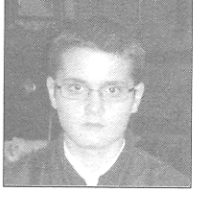
A **The Kováč's, a Slovak family, have decided to move to England as there are better job opportunities for them there. Read the short profiles of their personal features, interests, language abilities and skills and decide which of them will probably be the best language user after one year of living in England. *Support* your ideas with a clear explanation.**



Mrs. Kováč: a kindergarten teacher, 36 years old, very sociable, friendly, a little bit anxious, makes new friends easily, likes listening to Sting. She is a total beginner in English.



Mr. Kováč: a production manager, 39 years old, introverted, not very talkative but very smart, likes jogging. His English is intermediate.



Tomáš Kováč: their son, 13 years old, attends primary school, very friendly, easy-going, likes reading cartoons in English, playing computer games, chatting on the Internet with his friends from Slovakia. His English is pre-intermediate.

B **Express and justify your opinions about the statements below according to the scale provided.**

TOTALLY DISAGREE – DISAGREE – NOT SURE – AGREE – TOTALLY AGREE

1. Children should start learning a foreign language at the earliest age possible.
2. If somebody wants to learn a foreign language, he/she should spend some time living in the country where the language is spoken.
3. Native speakers are better language teachers than non-native speakers.

C **Simulation**

Your classmate is very shy and modest. He/she is afraid to speak English in front of your teacher and the class. He/she thinks that nobody would understand him/her and that other people do not make as many mistakes as he/she does. What *advice* would you give your friend to overcome these communication barriers?

D **Role-play "TO DO OR NOT TO DO?"**

You: You are in the 4th year at secondary school. You are getting ready for the final exam in English. Your younger friend has not decided yet whether to take the final exam in English next year or not. *Inform him/her* about the difficulty of the exam, its structure and the way you are preparing for it.

Your partner: You are in the 3rd year at secondary school. You should decide about whether or not you should take your final exam in English next year. You do not know much about it. From your partner, *find out as much information as possible* about the final exam in English (its difficulty, structure, how to prepare for it) to help you decide.

☐ WRITING: Making inquiries – asking for information

(písanie žiadosti o informácie)



You have decided to apply for an intensive course of English in one of the most prestigious language schools in London. Write a letter of inquiry and *find out* about:

a) the ways English is taught (face to face/small groups/large groups/the methods of learning/teaching),
b) the duration of the course (the number of lessons),
c) the quality of the teachers,
d) the price of the course,
e) the validity of the course and its international recognition.

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KEY

1 FAMILY

VOCABULARY PRACTICE

Task 1: 1. husband, 2. daughter-in-law, 3. brother-in-law, 4. cousin, 5. godfather, 6. grandmother, 7. great-grandson, 8. niece, 9. uncle, 10. widow, 11. fiancé, 12. mother-in-law, 13. ex-husband, 14. bride, 15. best man, 16. spinster

Task 2:

OVERALL APPEARANCE: attractive, handsome, frail
WEIGHT: skinny, well-built, slim, plump, chubby
HEIGHT: tall, smallish, little
AGE: baby, toddler, teenager, elderly person, middle-aged, in his/her late forties, in her early fifties
FACE: wearing glasses, moustache, round, wrinkled, beard, freckles
EYES: hazel, deep set, wide open
HAIR: highlights, curly, straight, ponytail, dyed, wavy, bun, balding, spiky, auburn, fair, shoulder-length
CLOTHES: neat, casual, old-fashioned, trendy, shabby, scruffy
SKIN: pale, sun-tanned, dark, fair

LISTENING

Task 4: 1. Bill, 2. Arthur, 3. Betty, 4. Philip, 5. Julie, 6. Freda, 7. Jimmy, 8. Johann, 9. Katie, 10. Frances

Task 5: 1. C (not stated), 2. A (true), 3. B (false), 4. A (true), 5. A (true), 6. C (not stated), 7. B (false)

LANGUAGE IN USE

Task 6: 1. existence, 2. Political, 3. unable, 4. comparison, 5. musical, 6. chosen, 7. psychologists, 8. frequent, 9. strict, 10. interests, 11. Discussions, 12. happy, 13. responsibility, 14. sympathy, 15. trouble

Task 7: 1. D, 2. A, 3. B, 4. B, 5. C, 6. B, 7. A, 8. D, 9. B, 10. B, 11. A, 12. B, 13. D, 14. A, 15. C, 16. B, 17. C, 18. B, 19. C, 20. D

READING

Task 8: 1. false, paragraph F, 2. true, paragraph A, 3. true, paragraph C, 4. true, paragraph F, 5. false, paragraph D, 6. false, paragraph E, 7. true, paragraph B

REVIEW

Task 9: 1. bridesmaid, 2. church, 3. best man, 4. priest, 5. toast, 6. rings, 7. groom, 8. confetti; hidden word: reception

2 CULTURE AND ART

VOCABULARY PRACTICE

Task 1: 1. stage (painting), 2. (marble) film, 3. arch (literature), 4. audience (sculpture), 5. soundtrack (dance)

Task 2: a) a poet, b) a conductor, c) an actor/an actress, d) a novelist, e) a soloist, f) a photographer, g) a sculptor, h) an architect, i) a painter, j) a choreographer, k) a flautist, l. a pianist, m) a drummer, n) a guitarist

Task 3: 1. harp, 2. cymbal, 3. cimbalom, 4. violin, 5. accordion, 6. bagpipes, 7. "fujara" (shepherd´s flute), 8. castanets

LISTENING

Task 4: B

Task 5: 1. C, 2. D, 3. A, 4. B, 5. B, 6. D

LANGUAGE IN USE

Task 6: 1. have been, 2. was only supposed, 3. was replaced, 4. saw, 5. wanted, 6. was, 7. am going to play, 8. have spent, 9. was supposed, 10. have begun, 11. will come, 12. asked

Task 7: 1. reflects, 2. strange, 3. recognisable, 4. depict, 5. evoke, 6. impressions, 7. traditional, 8. Photography, 9. explore, 10. express

READING

Task 8:

Style	Painter	Year of birth	Nationality
Impressionist	*Monet*	*1840*	*French*
Pop art	*Warhol*	*1928*	*American*
Post-impressionist	*Van Gogh*	*1853*	*Dutch*
Renaissance	*da Vinci*	*1452*	*Italian*
Surrealism	*Picasso*	*1881*	*Spanish*

Task 9: 1. Monet, 2. Andy Warhol, 3. Van Gogh, 4. Leonardo da Vinci, 5. Andy Warhol, 6. Picasso

Task 10: 1. false, paragraph D, 2. false, paragraph B, 3. false, paragraph A, 4. true, paragraph B, 5. true, paragraph C, 6. true, paragraph B, 7. false, paragraph D, 8. true, paragraph E, 9. true, paragraph B, 10. true, paragraph E

REVIEW

Task 12: AmE: movie, theater, color; BrE: cinema, film, theatre, colour

3 SPORTS AND GAMES

VOCABULARY PRACTICE

Task 1: (examples): a) hockey, figure-skating, b) tennis, c) weightlifting, athletics, gymnastics, d) water sports, e) skiing, ski jumping, downhill racing, giant slalom, f) squash, g) football, cricket, rugby, h) boxing, i) canoeing, j) motor racing

Task 3: a) physical strength, b) health, c) competitiveness, d) fairness, e) responsibility, f) fame, g) recognition, h) hard work, i) intelligence, j) creativity, k) selfishness, l) success, m) care, n) ambition, o) friendship, p) modesty, r) courage

LISTENING

Task 5: 1. hurling, 2. squash, 3. lacrosse, 4. curling, 5. American football, 6. lacrosse, 7. hurling, 8. lacrosse

Task 6: 1. C (not stated), 2. A (true), 3. A (true), 4. A (true), 5. B (false), 6. B (false), 7. B (false)

LANGUAGE IN USE

Task 7: 1. came, 2. was, 3. was, 4. had been, 5. had been playing, 6. had been playing, 7. had started, 8. had wanted, 9. practised, 10. trained, 11. was still having, 12. was visiting, 13. could, 14. could, 15. hurt

Task 8: 1. players, 2. ability, 3. important, 4. height, 5. beginners, 6. professional, 7. interesting, 8. local, 9. happiness, 10. relaxation

READING

Task 9: 1. G, 2. H, 3. C, 4. E, 5. D, 6. A, 7. J 8. B *Extra:* F, I

Task 10: 1. false, paragraph D, 2. true, paragraph A, 3. true, paragraph F, 4. true, paragraph C, 5. false, paragraph B, 6. false, paragraph E

4 HOUSING

VOCABULARY PRACTICE

Task 1: 1. d, 2. a, 3. b, 4. k, 5. f, 6. e, 7. h, 8. i, 9. g, 10. j, 11. m, 12. l

Task 2: 1. bedroom, 2. basement, 3. hall, 4. kitchen, 5. loft/attic, 6.sitting room/living room, 7. bathroom, 8. patio, 9. cellar, 10. garden/yard

LISTENING

Task 4: B

Task 5: 1. C (not stated), 2. A (true), 3. B (false), 4. A (true), 5. B (false), 6. A (true), 7. C (not stated)

LANGUAGE IN USE

Task 6: 1. found, 2. has made, 3. has been saying, 4. is sharing/shares, 5. is getting, 6. have decorated, 7. was, 8. had sold, 9. hadn't done, 10. will have paid, 11. are living, 12. living, 13. has forgotten, 14. has left, 15. have been

READING

Task 7: 1. A, 2. C, 3. F, 4. E, 5. B, *not used:* D

Task 8:

a) Flatshare/Houseshare: This refers to sharing a house or flat with people who are not from your family.
Mixed: This means that both men and women are living in the accommodation.
Few minutes from the station, bus and amenities (shops and services that people like to have close to their houses; such as schools, banks, doctors, stations, etc.)

b) Bedsit: A type of accommodation where you live and sleep in the same room. The bathroom and kitchen may be shared with other people who live in the same building.
Suit: suitable for
n/s: non-smoker
prof.: somebody who has a job
£500 per calendar month

c) luxurious flat, 2 bedrooms, first floor, kitchen and bathroom, telephone, television set, fridge, central heating, constant hot water

d) modern, well-furnished detached house, large kitchen, 6 bedrooms, 3 reception rooms, 2 garages, double glazed windows, curtains, carpets included

e) unfurnished flat, fixtures and fittings (you have to pay extra for carpets, curtains, linen, etc. in an unfurnished flat) ground floor, self-contained (you don't have to share the bathroom and kitchen with someone who does not live in your flat), near the tube (underground railway in London)

f) luxury house, all modern conveniences (things like a telephone, washing machine, dishwasher...), landscaped garden, swimming pool, available at the end of December, references required, 1000 000 EURO or nearest offer

5 FOOD

VOCABULARY PRACTICE

Task 1:

STARTERS/ hors d'œuvre (AmE: appetizers)	*shrimp cocktail*	*Scotch broth*	*bruschetta*	*crudité platter with blue cheese dip*	*cold cuts*
TYPES OF MEAT	*lamb*	*pork*	*beef*	*poultry*	*venison*

SIDE DISHES	*coleslaw*	*French fries*	*baked beans*	*pastas*	*couscous*
DESSERTS	*apple pie*	*caramel custard*	*cheesecake*	*poppy seed strudel*	*hot fudge sundae*
DRINKS	*cider*	*fruit punch*	*ale*	*tap water*	*squash*

Task 4: a) knife, b) mug, c) snifter, d) chop sticks, e) ladle, f) drinking straw, g) toothpick, h) plate, i) napkin, j) fork, k) bowl, l) tablespoon, m) pot, n) frying pan

LISTENING

Task 5: 1. B (false), 2. A (true), 3. B (false), 4. A (true), 5. C (not stated), 6. A (true), 7. B (false), 8. A (true), 9. A (true), 10. B (false)

Task 6: 1. C, 2. A, 3. C, 4. B, 5. A

LANGUAGE IN USE

Task 7: 1. ON, 2. FAT, 3. DISEASES, 4. SKIMMED, 5. BROWN, 6. DOWN, 7. IN, 8. BECOMING, 9. MEAT, 10. ADOPTED, 11. ECONOMIC, 12. THE, 13. ISSUES, 14. ACCORDING TO, 15. DAIRY, 16. –, 17. FURTHEMORE, 18. AVAILABLE, 19. BRITAIN'S, 20. –

Task 8: 1. annually/yearly, 2. nutrients, 3. varieties, 4. researchers, 5. concentrations, 6. spicy, 7. grown, 8. Unfortunately, 9. Scientists, 10. soaked

READING

Task 9: 1. researchers, 2. memory, 3. high-fat diet, 4. months, 5. function(s), 6. glucose, 7. fatty acids, 8. orange juice, 9. reconsider, 10. ideal diet

Task 10: 1. true, paragraph A, 2. false, paragraph B, 3. true, paragraph A, 4. true, paragraph B, 5. false, paragraph E, 6. false, paragraph E, 7. false, paragraph D, 8. true, paragraph C

REVIEW

Task 12: 1. j, 2. h, 3. a, 4. c, 5. i, 6. e, 7. g, 8. b, 9. f, 10. d

6 SHOPPING

VOCABULARY PRACTICE

Task 1: 1. baker's, 2. butcher's, 3. greengrocer's, 4. stationer's, 5. chemist's, 6. ironmonger's, 7. shoe shop, 8. clothes shop, 9. tobacconist's, 10. off-licence, 11. pet shop, 12. delicatessen

Task 2: 1. h, 2. e, 3. i, 4. b, 5. d, 6. g, 7. c, 8. f, 9. k, 10. j

LISTENING

Task 3: 1. A (true), 2. B (false), 3. B (false), 4. A (true), 5. C (not stated), 6. A (true), 7. C (not stated)

Task 4: 1. A, 2. C, 3. B, 4. C, 5. A, 6. B

LANGUAGE IN USE

Task 5: 1. to hire, 2. to drive, 3. used to, 4. got used to, 5. moved, 6. sold, 7. did, 8. found, 9. have driven, 10. has not been booked

Task 6: 1. a few, 2. lots of, 3. few, 4. much, 5. lots of, 6. many, 7. much, 8. a few, 9. many, 10. lots of, 11. a few, 12. lots of, 13. much, 14. little

READING

Task 7: 1. peaceful, 2. spiritual, 3. eating, 4. push, 5. children/kids, 6. tantrums, 7. shelves, 8. low/bad, 9. atmosphere, 10. prices

Task 8: 1. true, paragraph D, 2. false, paragraph A, 3. true, paragraph A, 4. true, paragraph B, 5. false, paragraph C, 6. true, paragraph A, 7. false, paragraph B, 8. false, paragraph E, 9. true, paragraph D, 10. true, paragraph E

REVIEW

Task 10: 1. chequebook, 2. shopping centre, 3. chemist´s, 4. shop, 5. trousers, 6. colour, 7. car park, 8. centre, 9. biscuit, 10. chips

7 BANKING AND FINANCES

VOCABULARY PRACTICE

Task 2: a) salary, b) wages, c) cash, d) fine, e) tip, f) pocket money, g) loan, h) fee, i) toll, j) interest

Task 4: 1. F, 2. C, 3. A, 4. B, 5. E, 6. D

LISTENING

Task 5: 1. foreigners, 2. bank, 3. cash, 4. bank account, 5. bill, 6. standing order, 7. Internet banking

Task 6: 1. B, 2. D, 3. A, 4. A, 5. B

LANGUAGE IN USE

Task 7: 1. taking out, 2. look after, 3. look around, 4. type in, 5. write down

READING

Task 8: 1. B (false), 2. B (false), 3. B (false), 4. A (true), 5. A. (true), 6. A (true), 7. A (true)

Task 9: 1. bank manager, 2. exceeded, 3. account, 4. cheque, 5. close, 6. services

REVIEW

Task 10:

1. to marry somebody whose family is rich – vydať sa pre peniaze/z rozumu
2. to have more money than needed – mať peniaze na vyhadzovanie
3. to cost a lot of money – stáť majland
4. to have no money – byť na mizine, byť švorc
5. to work not because you need to but because you want to buy some luxuries and inessential things – zarobiť si pár drobných navyše
6. to earn a lot of money – zarobiť veľa peňazí
7. to spend all your money and not have any money left – minúť všetky peniaze

8 HEALTH CARE

VOCABULARY PRACTICE

Task 1: 1. ear, 2. neck, 3. shoulder, 4. breasts, 5. chest, 6. arm, 7. elbow, 8.stomach, 9. wrist, 10. palm, 11. thumb, 12. back, 13. hip, 14. bottom, 15. finger, 16. thigh, 17. knee, 18. calf, 19. ankle, 20. toe, 21. head, 22. forehead, 23. eye, 24 eyelashes, 25. eyebrow, 26. nose, 27. cheek, 28. chin, 29. lips, 30. jaws, 31. teeth, 32. tongue

LISTENING

Task 5: 1. eating habits, 2. balanced, 3. grains, 4. orange(s), 5. Lower-fat, 6. replace, 7. fibre

Task 6: 1. D, 2. C, 3. A, 4. D, 5. B, 6. B

LANGUAGE IN USE

Task 7: 1. Studies, 2. health, 3. loss, 4. infections, 5. dangerous, 6. complaints, 7. pain, 8. serious, 9. swollen, 10. weight

Task 8: 1. A, 2. C, 3. B, 4. D, 5. C, 6. D, 7. A, 8. A, 9. A, 10. B, 11. B, 12. D, 13. C, 14. B, 15. C, 16. D, 17. A, 18. A, 19. D, 20. C

READING

Task 9: 1. paragraph C, 2. paragraph D, 3. paragraph A, 4. paragraph C, 5. paragraph B, 6. paragraph B, 7. paragraphs A, B, 8. paragraphs B, D, 9. paragraphs A, B, 10. paragraphs A, B

Task 10: 1. appearance, 2. eating disorders, 3. national, 4. recover, 5. need, 6. sufferers, 7. training courses, 8. depends/relies, 9. help, 10. running, 11. advertise, 12. magazine

REVIEW

Task 12: 1.a, 2. d, 3. f, 4. g, 5. c, 6. h, 7. b, 8. e, 9. j, 10. i

Task 13: 1. think about/remember, 2. get angry, 3. are in the same situation, 4. feel bad, 5. doing whatever is necessary, 6. to begin thinking sensibly/to realise that you have been behaving in a bad way, 7. compose yourself, 8. finish, 9. speaking to, 10. It is not necessary to say that, 11. have problems, 12. Do not rush, 13. know well what you are doing, 14. in the course of time

9 EDUCATION

VOCABULARY PRACTICE

Task 2: 1. h, 2. a, 3. b, 4. c, 5. i, 6. f, 7. d, 8. e, 9. o, 10. l, 11. k, 12. n, 13. m, 14. j

Task 3:

primary education: a pupil, a teacher, a headmaster, a deputy
secondary education: a student, a teacher/a professor (at American colleges), a headmaster, a deputy
tertiary education: a student, a supervisor, a lecturer, a professor, a dean, a vice dean, a rector, a freshman, a sophomore, a trainer, a trainee
extracurricular activities: a coach, a trainer, an instructor

LISTENING

Task 5: 1. B (false), 2. B (false), 3. A (true), 4. C (not stated), 5. B (false), 6. B (false), 7. C (not stated), 8. A (true)

Task 6: 1. independence, 2. committed, 3. cleaning, 4. Week, 5. socialising, 6. mid-morning, 7. organisations, 8. mountaineering

LANGUAGE IN USE

Task 7: 1. graduated, 2. exams (examinations), 3. recently, 4. successful, 5. foreign, 6. unfortunately, 7. application, 8. interesting, 9. worrying, 10. education

Task 8: 1. can, 2. could, 3. might, 4. must, 5. shouldn't, 6. don't have to, 7. manage to, 8. might, 9. should, 10. must, 11. may, 12. might be

READING

Task 9: 1. B, 2. F, 3. I, 4. E, 5. A, 6. H, 7. C *Extra sentences:* D, G, J

Task 10: 1. false, paragraph D, 2. false, paragraph F, 3. true, paragraph D, 4. false, paragraph D 5. true, paragraph C, 6. true, paragraph B, 7. true, paragraph A, 8. true, paragraph E

Task 11: 1. B, 2. F, 3. A, 4. E, 5. D *Extra option:* C

REVIEW

Task 12: a. graduation, b. teacher, c. secondary grammar school, d. school leaving exam/final exam, e. (BrE) primary school/(AmE) elementary school, f. university, g. to sit/take an exam, h. buď len "teacher" alebo priezvisko učiteľa, napr. Mrs. Foster, i. blackboard/whiteboard

Task 14: BA (Bachelor of Arts), BSc (Bachelor of Science), BEd (Bachelor of Education), MA (Master of Arts), MSc (Master of Science), MEd (Master of Education), PhD (Doctor of Philosophy), MPharm (Master of Pharmacy), EnvE (Environmental Engineer), DIT (Doctor of Information Technology), MBA (Master of Business Administration), LLM (Master of Laws), DVM (Doctor of Veterinary Medicine)

10 JOBS

VOCABULARY PRACTICE

Task 1: 1. a policeman/policewoman, 2. a waiter/waitress, 3. a photographer, 4. a plumber, 5. an accountant, 6. a mayor, 7. a real estate agent, 8. a journalist, 9. a librarian, 10. a hairdresser, 11. a barber, 12. a lawyer, 13. a mechanic, 14. a carpenter, 15. an engineer

Task 3: 1. D, 2. E, 3. A, 4. I, 5. F, 6. J, 7. C, 8. G, 9. B, 10. H

LISTENING

Task 4: 1. C, 2. D, 3. A, 4. F *Extra professions: B, E*

Task 5: 1. A, 2. C, 3. B, 4. C, 5. C, 6. C

Task 6: 1. seven, 2. 3.30, 3. 11.15, 4. daughter, 5. ironing, 6. father, 7. babysit

LANGUAGE IN USE

Task 7: 1. A, 2. B, 3. C, 4. A, 5. A, 6. D, 7. B, 8. C, 9. B, 10. D, 11. B, 12. D, 13. A, 14. A, 15. D, 16. C, 17. A, 18. B, 19. B, 20. A

Task 8: 1. finished, 2. wanted, 3. did not accept/didn't accept, 4. to go, 5. looked/was looking, 6. was, 7. found, 8. to make, 9. made, 10. was, 11. was arranging, 12. called, 13. told, 14. was looking, 15. asked, 16. wanted, 17. took, 18. like, 19. working, 20. came

READING

Task 9: 1. B, 2. D, 3. A, 4. F, 5. C *Extra offer:* E

11 HUMAN RELATIONSHIPS

VOCABULARY PRACTICE

Task 1: *Emotions:* a, d, h, j, k, l *Appearance:* b, c, e, f, g, i

Task 3: *Positive qualities:* a, b, d, f, g, h, j, k, l, n, o, p *Negative qualities:* c, e, i, m (Note: Teasing someone can be negative but can also be OK if done in a friendly way.)

LISTENING

Task 4: 1. B, 2. B, 3. A, 4. C, 5. A, 6. A

Task 5: 1. A (true), 2. C (not stated), 3. B (false), 4. C (not stated), 5. B (false), 6. A (true), 7. A (true), 8. B (false)

LANGUAGE IN USE

Task 6: 1. fun, 2. intelligent, 3. wealthy, 4. leggy, 5. seriously, 6. adventure, 7. romance, 8. humorous, 9. strong, 10. retired

Task 7: 1. read, 2. was, 3. don´t normally buy, 4. haven't had, 5. could, 6. will be sitting, 7. will be wearing, 8. hope, 9. send, 10. seeing

READING

Task 8: 1. B, 2. C, 3. C, 4. B, 5. B, 6. C

REVIEW

Task 9 : 1. deep, to deepen, 2. respect, to respect, 3. treatment, treated/treatable, 4. tolerant, to tolerate, 5. ignorance, to ignore, 6. care, careful/careless/caring, 7. satisfying/satisfied, to satisfy, 8. trust, to trust, 9. cooperation, cooperative, 10. weak/weakened, to weaken

12 PEOPLE AND NATURE

VOCABULARY PRACTICE

Task 1: 1. melts, 2. blossom, 3. bloom, 4. plant, 5. sets, 6. harvesting, 7. drizzle, 8. thunderstorms, 9. dew, 10. floods, 11. rises, 12. fly, 13. pick, 14. sleets, 15. turn, 16. shed, 17. frosty, 18. Icicles, 19. icy, 20. nasty, 21. slush

Task 2: 1. j, 2. c, 3. d, 4. g, 5. b, 6. e, 7. h, 8. k, 9. i, 10. f

LISTENING

Task 4: C

Task 5: 1. D, 2. D, 3. C, 4. A, 5. B, 6. C

LANGUAGE IN USE

Task 6: 1. natural, 2. destruction, 3. disappearance, 4. pollute, 5. Industrial, 6. rising, 7. extinction, 8. danger, 9. renewable, 10. poverty, 11. starvation, 12. endangered

Task 7: 1. had signed up, 2. made, 3. have received, 4. predict, 5. told, 6. built, 7. to open, 8. will stay, 9. melts, 10. will include/include, 11. is currently being imported

READING

Task 8: B

REVIEW

Task 10: 1. k, 2. e, 3. i, 4. c, 5. j, 6. a, 7. h, 8. d, 9. f, 10. b

Task 11: 1. A, 2. B, 3. C, 4. B, 5. A, 6.B

13 SCIENCE AND TECHNOLOGY

LISTENING

Task 3: 1. monitored/watched, 2. dozens, 3. credit cards, 4. advertising, 5. footprints, 6. junk mail, 7. privacy, 8. predictable, 9. global village, 10. digital age

LANGUAGE IN USE

Task 4: 1. possible, 2. inform, 3. directly, 4. Similar, 5. distant, 6. combination, 7. major, 8. remotely, 9. present, 10. connection

Task 5: 1. could have imagined, 2. didn't mean, 3. were developed, 4. became, 5. were, 6. were not produced, 7. have developed, 8. be found, 9. are also becoming, 10. is becoming/has become

READING

Task 6: 1. B, 2. H, 3. A, 4. C, 5. F, 6. E *Extra:* D, G, I

Task 7: 1. B, 2. A, 3. D, 4. C, 5. D

Task 8: 1. false, paragraph E, 2. false, paragraph A, 3. false, paragraph B, 4. false, paragraph B, 5. true, paragraph C, 6. false, paragraph E, 7. true, paragraph A, 8. true, paragraph B

14 COMMUNICATION – ITS MEANS AND FORMS

VOCABULARY PRACTICE

Task 1: a. keep smiling, b. restaurant, c. airport, d. information, e. facilities for the disabled, f. ambulance, g. no smoking/smoking not allowed/prohibited/non-smoking area, h. parking area

Task 2: *Polite:* 1, 4, 8, 10 *Impolite:* 2, 3, 5, 6, 7, 9

Task 3: 1. vyhľadať číslo v telefónnom zozname, 2. vytočiť číslo, 3. zvoní telefón, 4. zdvihnúť slúchadlo, 5. zložiť (slúchadlo), 6. linka je obsadená, 7. počkať/zostať na linke, 8. niekoho prepojiť, 9. volať na účet volaného, 10. klapka 567, 11. nechať odkaz, 12. prevziať odkaz

LISTENING

Task 4: 1. A, 2. C, 3. B, 4. D, 5. D

LANGUAGE IN USE

Task 5: 1. was asking, 2. to open, 3. had received, 4. feeling, 5. had managed, 6. having realised, 7. are, 8. are being caught, 9. attacked, 10. to access, 11. were, 12. was sentenced, 13. do I feel, 14. was given, 15. had been caught

READING

Task 6: 1. replaced, 2. time, money, 3. hackers, 4. decreased, 5. personal information/bank transfers, 6. entertainment, 7. phones, 8. institutions

Task 7: 1. A, 2. D, 3. B, 4. B, 5. B, 6. C

15 LEARNING LANGUAGES

LISTENING

Task 4: 1. motivation, 2. more successful, 3. employers, 4. change, 5. mistakes, 6. spontaneous, 7. personality, 8. formal

Task 5: 1. C 2. A 3. B 4. A 5. A 6. A 7. C 8. C

LANGUAGE IN USE

Task 6: 1. Italian, 2. English, 3. Hungarian, 4. Spanish, 5. Slovak, 6. French, 7. Polish, 8. Russian, 9. Greek, 10. Holland/the Netherlands

READING

Task 7: 1. true, paragraph E, 2. true, paragraph B, 3. false, paragraph A, 4. false, paragraph C, 5. true, paragraph A, 6. true, paragraph C, 7. false, paragraph F, 8. true, paragraph D, 9. false, paragraph E, 10. false, paragraph D

REVIEW

Task 9: 1. f, 2. d, 3. c, 4. m, 5. h, 6. a, 7. k, 8. g, 9. l, 10. e, 11. i, 12. j

Task 10 (Stage 3):

AmE: I went to the new mall downtown yesterday. It's great – a colorful, six-story building full of stores and restaurants. After we'd finished shopping, we went to a movie and then had fish and fries. The journey back was a nightmare though – we ran out of gas halfway home and I didn't have my cell phone. We stopped a cab, and it dropped us off on the sidewalk outside the gas station. Then, I realized I'd lost my checkbook!

BrE: I went to the new shopping centre in the city centre yesterday. It's great – a colourful, six-storey building full of shops and restaurants. After we'd finished shopping, we went to a film and then had fish and chips. The journey back was a nightmare though – we ran out of petrol halfway home and I didn't have my mobile. We stopped a taxi, and it dropped us off on the pavement outside the petrol station. Then, I realised I'd lost my chequebook!

TAPESCRIPTS

1 FAMILY

Task 4/CD 1: Track 2: Jason´s Family

My name´s Jason and I´m an architect. I met my wife, Katie, at the stationery shop, where she works with my cousin, Frances. I´d gone there to get some more paper for my uncle, Carl, who is a writer.

My uncle's brother is a different kind of writer: Bill is a journalist for the Daily Moon. His wife, Yvonne, also works there as a personal assistant to the editor. Their daughter, Julie, wanted to be a journalist too, but in the end she decided to become a teacher like her mother's sister, Freda.

My grandmother on my father's side, Betty, is a fine old lady of 72. She only retired from her job as a university lecturer in Fine Arts two years ago. She´s very happy that she has more time to spend with her great-granddaughter, Kim, who needs lots of help with her homework. It's difficult for Kim because her older brother, Jimmy, is studying History at university and everyone always talks about how clever he is. He would like to become a headmaster like his dad, Tony.

Unfortunately, two of my grandparents, my mother's mother Eliza, and my father's father Arthur, died some time ago. My mother-in-law, Janet, arranged all the flowers at the funerals (she has her own florists). My surviving grandfather, Johann, is full of energy and is still running his own bookshop at the age of 69. Only Philip is unemployed.

Task 5/CD 1: Track 3: Proposal

Jane: Mom, I´ve great news for you.

Mom: Yeah? What is it? Does it have something to do with Mike?

Jane: Yes.

Mom: Has he finally proposed to you?

Jane: Mom! Be patient. He intends to do it on my birthday.

Mom: So, what is it then?

Jane: Well, Mike and I have decided to live together.

Mom: Jane! You are not married. I think that's not appropriate. Have you talked to your dad?

Jane: Not yet.

Mom: So, do it! You know what he thinks about it. He´ll be absolutely against it.

Jane: Mom, please. Calm down. I thought that you would be happy.

Mom: Happy? What will people say about it?

Jane: I don't care what people say.

Mom: I'm sorry, but I can't support you on this. Firstly, you are not married yet. Secondly, I'm not sure whether you can take care of each other! Thirdly, talk to your dad about it. Now!

2 CULTURE AND ART

Task 4/CD 1: Track 4: Jane´s Plan

Nick: Hi Jane, it's me, Nick. Did you manage to speak to Tony?

Jane: Yes, he wasn't trying to avoid me after all. He was just busy. We've arranged to meet tomorrow for dinner.

Nick: I thought you wanted to go to the concert tomorrow.

Jane: Yes, but I've arranged to meet Tony instead.

Nick: Well, would you mind giving me your concert ticket, then?

Jane: I would, but I've already agreed to give it to Lucy.

Nick: Oh, that's okay because I wanted to invite Lucy!

Jane: Well, have a great time. I'll have to go now because my mother wants to use the phone.

Nick: Alright. Bye! And let me know how things go with Tony.

Task 5/CD 1: Track 5: Theatre Project

Interviewer: Mr. Heron, you run an educational theatre project in the United Kingdom. Is that right?

Mr. Heron: That's right, *Whizz Bang Whallop Productions*. We take plays around secondary schools, although we also do some work in local theatres. In those cases, students from several different schools come together.

Interviewer: And I believe your particular theatre project is quite unusual.

Mr. Heron: I suppose so. You see, most of the drama in education projects is based on subjects in the arts – normally language, literature, religion or history, whereas ours deal with scientific subjects – mainly chemistry.

Interviewer: That's a little hard to imagine.

Mr. Heron: Try to think of the BBC science week lectures – it's a similar idea. We run experiments on stage in a more exciting environment than in the classroom. You can also think of it as a magic show, where all the tricks are explained.

Interviewer: And how long has the company been running?

Mr. Heron: It's hard to say. I think we've been in operation for about four and a half years now. We originally started off in the Leeds area, but now we've spread out all across northern England. We have a second group of actors that deal with schools in the London area, and we hope to found a third one to deal with Wales and the southwest.

Interviewer: Is it hard to persuade schools to book your performances?

Mr. Heron: Not at all. That was my initial worry, but I found that schools are desperate for new and interesting ways to teach these subjects. It helps improve their exam results and also looks good in their school magazines and when they're trying to attract new students.

Interviewer: Will you expand into arts subjects?

Mr. Heron: No. Our skills are definitely in the science area. Besides which, there're many groups out there already in the arts, but we're unique in sciences, as far as I know.

(Source: University English Language Entrance Exams, Enigma, 2004)

3 SPORTS AND GAMES

Task 5/CD 1: Track 6: My Favourite Sport

HURLING is an outdoor team sport of Gaelic origin played mainly in Ireland. It is very similar to Gaelic football and therefore it is played on the same pitch. There are fifteen players in each team. They use a wooden stick to hit a small ball called *sliotar*. Players do not wear any protective padding though protective helmets with faceguards are mandatory for players under 21.

SQUASH is an indoor racquet sport which is played by two players (or four players for doubles) in a four-walled court with a small rubber ball. It is very popular among the young who are in good physical condition since it requires a full body workout: both legs to run around the court and strong arms to swing the racquet. The highest number of players are in England and the USA.

LACROSSE is one of the worlds´oldest team sports. It was invented by the Native Americans of North America. In the past, there used to be hundreds of players playing the game on vast fields. It was part of their religious ritual. They played it to solve conflicts, prepare for war and gain physical strength. Nowadays, there are ten players in each team. To play the game, a small rubber ball and a long-handled racquet with a loose netting is used to catch, carry and pass the ball. The object of the game is to score by hurling the ball into the opponent´s goal. It is very popular among women who have different game rules for equipment and permitted physical contact.

CURLING is a team sport particularly popular in Canada, the USA and Scotland. It is played on ice by two teams of four players. The object of the game is to slide a heavy granite stone (the rock) down the ice to reach the "house". Players use special brooms to sweep the ice surface in front of the rock.

AMERICAN FOOTBALL is a team sport which is very popular in the USA and Canada. It requires a lot of physical strength and good strategic skills. Its main objective is to score points by advancing the ball into the end zone of an opponent´s team by carrying it (a running play) or throwing it to a teammate (a passing play). The winner is the team with more achieved points within a time limit. Players must wear a special padded plastic helmet, shoulder pads, hip pads and knee pads to prevent possible injury.

(Adapted from http://en.wikipedia.org)

Task 6/CD 1: Track 7: Badminton Player

Interviewer: Simon, will you come to the tournament next year?
Simon: I hope so.

Interviewer: Do you think that this tournament is well-organised?
Simon: Yes, generally, but there were some minor problems today.

Interviewer: What do you mean?
Simon: Fortunately, only small organisational problems sorting out the seating of the VIP guests.

Interviewer: Did they affect you in any way?
Simon: Yes, a bit. That caused a half-hour-delay for the first match.

Interviewer: How long have you been playing badminton?
Simon: For about five years now. I began playing it for fun, which was about eight years ago when

I was at primary school, I think. My professional career is very much connected to high school. Well, I was actually in the first year when I was offered the chance to play for my school.

Interviewer: Why did you start playing?
Simon: Very simple. I wanted to stay fit during the winter. To be honest, I also wanted to achieve something in my life.

Interviewer: How much practising do you do?
Simon: I train for about four hours a day.

Interviewer: Are you still having problems with your wrist?
Simon: Yes, I am seeing a specialist to try and sort it out.

Interviewer: Can you still play with your injured knee?
Simon: I can, but it hurts.

Interviewer: What will you do when your sports career is over?
Simon: Well, I don't know yet. Perhaps, I will stay in the club to train small children. Or, maybe, I will run my own badminton school. I´ll see.

4 HOUSING

Task 4/CD 1: Track 8: Luxury Penthouse Suite

Estate Agent: Here we are, the fifth storey, flat number six.
Customer: Oh! It's a long way up. Isn't there a lift?

Estate Agent: There is, but it's being... erm... being repaired today. Well, let's have a look inside the flat.
Customer: OK.

Estate Agent: So, what do you think?
Customer: Well, it doesn't seem very big. In the advertisement it was described as "a luxury penthouse suite". This looks more like a large broom cupboard.

Estate Agent: Well, flats round here are more expensive. This flat is much bigger than the others in the building.
Customer: Where's the kitchen?

Estate Agent: Hm... Well, there are some wonderful restaurants in the area.
Customer: And the bathroom?

Estate Agent: That is the beauty of this apartment; everything is in the same room. Lift up the bed, you'll find the bath underneath! So, are you interested in renting it?

Task 5/CD 1: Track 9: Harlem

The Early Days of Harlem.

In the last three decades of the nineteenth century Harlem was a community which had great expectations. During the previous half-century it had largely been an isolated, poor, rural village inhabited largely by squatters who lived in cottages pieced together with any material that could be found. The community was now, however, being transformed into an upper- and middle-class suburb – New York's first.

The phenomenal growth of Harlem in the late nineteenth century was a by-product of the general development of New York City. From the 1870's on, the foundations of the modern metropolis were laid. This urban revolution was characterised by improvements in methods of transportation, sanitation, water supply, communication, lighting and building. As the city expanded, so did its population. In 1880, for the first time in its history (and in the history of any American city), the population of Manhattan alone passed the one million mark.

One great barrier to Harlem's development in the early nineteenth century had been its distance from lower Manhattan. Between 1878 and 1881, however, three lines of the elevated railroad reached 129th Street; by 1886, they had come even further north. From this point on Harlem's growth was amazing. Rows of brownstones and exclusive apartment houses appeared overnight. Practically all the houses that stand in Harlem today were built in a spurt of energy that lasted from the 1870's through to the first decade of the twentieth century.

To the generation who remembered only this Harlem, who had never known the Harlem of squatters and shanties, its memory remained warm and bright. Few would have disagreed with the editor of *The Harlem Monthly Review* who saw Harlem developing as a "district... distinctly devoted to the mansions of the wealthy, the homes of the well-to-do, and the places of business of the trades people who minister to their wants...". "We have no adequate idea of... the greatness that lies in store for Harlem," thought another resident in 1890.

(Adapted from Seven Seas: Osofsky, G.: Making of a Ghetto in Harlem, USA)

5 FOOD

Task 5/CD 1: Track 10: At a Restaurant

Customer: Good evening.
Restaurant receptionist: Good evening. What can I do for you?
Customer: I have a reservation for a table for two. Oh, sorry, my name´s Stewick. Ian Stewick.
Restaurant receptionist: Let me see, Mr. Stewick. Yes, a table for two for tomorrow.
Customer: How come? I booked the table for today. When I made the booking, your colleague told me there were no tables available for tomorrow.
Restaurant receptionist: Don´t worry, sir. Please, accept our apology. We´ve made a mistake. One reservation has been cancelled for today, so we can put you there if you would like us to.
Customer: Sure.
Restaurant receptionist: Please, follow me. I will find your table.
Customer: Thank you.

Waitress: Good evening. My name´s Cindy and I´ll be serving you tonight. Would you like to see our menu?
Customer: What´s your specials today?
Waitress: Baked Sole with Crabmeat Stuffing and Seafood Chowder.
Customer: Well, what do you recommend?
Waitress: I would recommend the Seafood Chowder to start with. It´s really tasty, bit spicy though.
Customer: Well, I think we need more time to choose.
Waitress: Sure, here´s the menu. What would you like to drink?
Customer: Just water, please.
Waitress: Tap or bottled water?
Customer: Tap water, please.

Waitress: Here´s your water. Are you ready to order?
Customer 1: I haven´t decided yet. What are you gonna have?
Customer 2: I will have the steak. How do you serve it?
Waitress: Medium and well-done. Which would you prefer?
Customer 2: Medium, please. Does it come with a side dish?
Waitress: Would you like to have a salad with it? We have a wide choice of different salads in our salad bar.
Customer 2: That sounds good to me.
Waitress: How about you, sir?
Customer 1: I think I´ll have the same.
Waitress: Fine.

Waitress: Did you enjoy your meal?
Customer 1: Yes, we did.
Waitress: Would you like some dessert? We have the best chocolate mousse in the city.
Customer: That sounds good, but we are really full. Can I have the bill, please?
Waitress: Are you paying together?
Customer: Yes, of course.
Waitress: Here you are.
Customer: Do you take this type of Visa card?
Waitress: Certainly, sir.
Customer: Thank you, Cindy. Here´s your tip.
Waitress: Thank you very much. Enjoy the rest of your evening.
Customer: You´re welcome. Bye-bye.

Task 6/CD 1: Track 11: Cabbage Soup

Radio reporter: Good morning, everybody. You are listening to Joe and to his new recipe. So if you haven´t decided yet what to cook, you´d better write Joe´s recipe down. It´s a delicious cabbage soup. So Joe, which ingredients will our listeners need?
Joe: Hello. Well, for cooking this meal you will need:
225g of onions, 1 garlic, 3 tbsp. of oil, 350g of beef, 350g of canned cabbage, fennel seeds, salt, 2 litres of stock, 125g of bacon, 2 frankfurters, paprika, flour, water and sour cream

Radio reporter: Hmm, it sounds like a heavy meal. How do you make it then?
Joe: Well, first, peel and slice the onions. Peel and crush the garlic. Heat 2 tablespoons of oil in a large saucepan. Add the onions and garlic and fry over a moderate heat till golden. Then, cut the beef into small cubes, add them to the pan and make sure the cubes get brown all over. Add the canned cabbage, fennel seeds and salt to the pan. Cover with the stock (with 2 stock cubes if necessary) and simmer gently for 1 hour or erm... till the meat is tender. Chop the bacon. Fry the bacon in a frying pan till crisp, then add the sliced frankfurters and paprika. Cook for about 5 minutes, then remove and add to the saucepan. Blend the flour with cold water in a bowl till the mixture is smooth, then stir in the soup mixture and cook for a further 5 minutes. Stir in the sour cream and serve at once with slices of brown bread.

Radio reporter: Great. How long will it take to cook it?
Joe: Overall cooking time is about two hours. But you´ll see that it´s worth it.

Radio reporter: Joe, do you think that you could repeat the recipe again?
Joe: Yes, of course. You need:

225g of onions, 1 garlic, 3 tbsp. of oil, 350g of beef, 350g of canned cabbage, fennel seeds, salt, 2 litres of stock, 125g of bacon, 2 frankfurters, paprika, flour, water, sour cream

Well, first, peel and slice the onions. Peel and crush the garlic. Heat 2 tablespoons of oil in a large saucepan. Add the onions and garlic and fry over a moderate heat till golden. Cut the beef into small cubes, add them to the pan and make sure the cubes get brown all over. Add the canned cabbage, fennel seeds and salt to the pan. Cover with the stock (with 2 stock cubes if necessary) and simmer gently for 1 hour or till the meat is tender. Chop the bacon. Fry the bacon in a frying pan till crisp, then add the sliced frankfurters and paprika. Cook for about 5 minutes, then remove and add to the saucepan. Blend the flour with cold water in a bowl till the mixture is smooth, then stir in the soup mixture and cook for a further 5 minutes. Stir in the sour cream and serve at once with slices of brown bread.

Radio reporter: Thank you, Joe, for coming and cooking for us today. Tomorrow, Susan will prepare quiche for us.

6 SHOPPING

Task 3/CD 1: Track 12: New Mobile Phone

Shop assistant: Good morning, madam. May I help you?

Customer: Yes, thank you. I am interested in this new mobile phone.

Shop assistant: Ah! The TX 100. Yes, it's a very good model.

Customer: I wanted to know how easy it is to use. You see, it's for my father and he is not very good with electronics.

Shop assistant: Well, it has got a simple menu system, certainly. And it´s full of features.

Customer: Hmm... What features does it have?

Shop assistant: Well, it's got a colour display, of course. And an infrared port to connect it to a computer. Oh, and just for an extra ten pounds we supply a handsfree kit and a detachable camera.

Customer: I'm not sure that we'll need all of that. How long would I have to sign up for a contract to use the network?

Shop assistant: It's the same as all the other models in this range – we sign you up for a twelve-month contract, but the fees can be as low as fifteen pounds a month.

Customer: That's not too bad. How many calls does that include?

Shop assistant: It's just a basic package with 20 minutes of calls, but you can sign up to other packages as well.

Customer: It's only for emergency use, anyway. I'm sure that 20 minutes would be more than enough. Could you show me some of these other models?

Shop assistant: Of course, madam. Which would you like to see...?

(Source: University English Language Entrance Exams, Enigma, 2004)

Task 4/CD 1: Track 13: Buying a Car

Shop assistant: Good evening, sir. How can I help you?
Customer: I'm looking for a new car.
Shop assistant: Oh, you've come to the right place: We have wonderful cars here. Erm... For instance, this is our latest model. It is the Jaguar E-type.
Customer: I'm not really looking for something sporty. I'm after a family car.
Shop assistant: Well, this is quite suitable as a family car. It will take up to five people in comfort.
Customer: Yeah, but I... it uses a lot of petrol.
Shop assistant: Well, yes. I suppose that is true. Well, we do have another type of Jaguar. The B-type. Now this is not so expensive.
Shop assistant: No, no, I think Jaguar's really out of my price range. Have you got something like err... a Renault.
Shop assistant: A Renault. We do have some Renaults in the shop, but I don't think they would be suitable as a family car. Have you tried this? This is a newer model of the err... Octavia. Skoda Octavia.
Customer: Erm... I was really looking for something like maybe a Peugeot or a Renault, something like... I like the French cars.
Shop assistant: Well, Renaults we do, but Peugeot we don't have. Renault is not a very reliable car for the family; we think it would be much more suitable for you now if you got... a little bit of a bigger car. How big is your family?
Customer: We're just four at the moment, but who knows.
Shop assistant: Well then, four of you would fit in a Renault. We have a new Renault just in. It's the brand-new make from 2001.
Customer: Is it very expensive?
Shop assistant: It's not too expensive. Erm... If you take into account how good value you will get from this car, then no, it's not expensive.
Customer: Right. How much more is it than, say, the Clio, for example?
Shop assistant: Err... The Clio is one of our cheapest cars, so err...
Customer: I think that's what I'm looking for, just something cheap.
Shop assistant: Well, we can give you a Clio, I suppose. We have one out in the back car lot. It's a second-hand car.

7 BANKING AND FINANCES

Task 5/CD 1: Track 14: Banking Systems

The banking system in Britain is very different from the system in Slovakia. It is a real shock for foreigners to use a cheque for payment. Fortunately, it´s not the only way of payment. Instead of going to the post office and filling in all your personal data onto the cheque, you can use more convenient methods. In the British system, you give or send a cheque to the company or person you wish to pay and they pay the cheque into their bank. People do not carry much cash with them, and instead rely on credit and debit cards. Even cheques are becoming rare.

So, what is the difference between a credit card and a debit card? Quite simply, with a debit card the money comes out of your bank account immediately. However, with a credit card, the credit card company pays and then they send you a bill. You can pay the bill immediately or you can spread the payments over time (but you pay interest for that).

For regular payments, such as gas or telephone bills, you can pay by standing order or direct debit. Standing orders pay the same amount each time, whereas the amount for direct debits is different each time. Of course, telephone and Internet banking are also very popular both here and in Britain. Instead of queuing for hours, you can do all your banking from home. As more and more people use these new methods of banking, the systems in Britain and Slovakia will become more similar. Who knows, one day we could stop using cash altogether.

Task 6/CD 1: Track 15: Clerical Error

Bank manager: Good morning, Mr. Smith. Would you like to take a seat?
Customer: Thank you.

Bank manager: So, you wanted to talk to me about erm... the letter you sent me.
Customer: Yes, I'm not very happy with the way this bank has been treating me recently.

Bank manager: Oh, yes, yes. If I can have a quick look at your letter... Erm... Now, there are two problems as far as I can see.
Customer: Yes. The first problem is not that serious and as I said in the letter, it could be a clerical error, but you did give me an overdraft limit of £500, and then, when I tried to use that facility, you told me my limit was only a £100 and refused to give me more money.

Bank manager: Yes, umm... perhaps, I can clarify that point. The overdraft you were given last year for the £500 was a temporary increase. You told us you needed that increase for six months. We actually gave it to you for a year.
Customer: But you never notified me that my time was up!

Bank manager: I'm... I'm sorry, sir. Normally, we don't notify customers when they have a temporary overdraft and it finishes. If you look at the original letters you were sent, they say...
Customer: But at the same time, I think at least a phone call would have been a nice idea to tell me that I couldn't withdraw any more.

Bank manager: It should have been on your last statement. Did you not see anything written there?
Customer: No, I didn't see anything on my statement but, anyway, that mistake is not the one that really bothers me. I'm really bothered about the fact that you refused to pay one of my cheques. Now, this made me look very bad in front of my err... customers and I'm not happy that this cheque was returned.

Bank manager: Yes, I understand that, sir, and I have to say that I'm not happy either about that situation.
Customer: But you have no explanation to offer me.

Bank manager: No, I think umm... I can explain that, perhaps. The... the problem is two-fold. One is the cheque that there was a mistake with, and we apologise for that profusely. Erm... a member of staff has been disciplined for that. The cheque which should have been for £19.75...
Customer: But it's not very professional for a bank to make a mistake like that.

Bank manager: I agree sir, and that's why we've disciplined the member of staff involved. However, had we honoured the cheque for £19.75, it still would have bounced.

Customer: Why?

Bank manager: Because you were already a hundred and... just over a £120 overdrawn on the £100 limit. I realise that you believed you had a £500 limit, so I apologise for that but...

Customer: But I find all this very unprofessional. I'm very disappointed with the service you have offered me and I don't see any reason why I should continue with this bank because you've nothing to offer me that... that can convince me that this is a bank worth dealing with.

Bank manager: Well, I can only apologise once more, sir. I think the two mistakes that have been made... One of them we are certainly responsible for concerning the amount of the cheque, but certainly the problem with the overdraft... There really wasn't anything we could have done about that. You should have been notified on the previous statement. The only thing I can offer, perhaps, is... say, we won't charge you the excess overdraft charges on this sum. We can talk about increasing the overdraft back to the £500 limit if that's what you require.

Customer: That would be an idea.

Bank manager: I... I can give you the papers to sign today for that, if you like, and I can cancel the charges.

Customer: Well, okay, I think... If you're willing to extend my overdraft a little longer then, yes, I think we could still...

Bank manager: Okay.

Customer: ... work something out.

Bank manager: Shall we say another twelve months?

Customer: Yes, I think twelve months would be suitable, but this time, I would like you to notify me when the time is up because I don't have a lot of time to keep track of all these things.

Bank manager: That's fine. I'll put a note on your account, sir.

Customer: Okay. That would... that... that would be sufficient.

Bank manager: Okay. Thank you.

Customer: Thank you very much.

8 HEALTH CARE

Task 5/CD 1: Track 16: Eat Healthy! Stay Healthy!

Improving your eating habits can have a very positive effect on the way you feel. There are four basic food groups: grains, vegetables, milk products and meats. Each of the groups is necessary and it is very important to have a good balance of the above food groups. Grains include cereals and bread – but choose the whole-grain varieties, such as wholegrain pasta and bread. Dark green and orange vegetables as well as orange fruits are full of key nutrients, such as vitamin A and folacin. Try lower-fat milk products more often. These products have less fat and calories but still give you the quality protein and calcium needed for a healthy body and bones. It is also important to have foods from the meats group, but vegetarians do not need to worry – they can replace meat with lentils, beans and pulses. Try to choose leaner meat and cook it in the ways that reduce the amount of fat – baking, broiling, roasting or microwaving. Your body will store less of the fat if you eat more starch and fibre. So, have some baked beans, pea soup or a lentil casserole.

Task 6/CD 1: Track 17: Spots

Father: Good morning. Charlie, say hello to Mrs. Jacobs.
Charlie: Hello.
Doctor: Good morning. Please, sit down. So, what's the matter with this young man?
Father: Well, little Charlie is unwell. First, my wife and I thought that he had a cold but three days ago, some weird spots appeared on his body and the fever was...
Doctor: Wait a second, please, calm down. Once again. What kind of spots appeared on his body?
Father: I'm sorry. I'm just so worried. Initially, there were two spots on his back, which looked like mosquito bites. But later, they started spreading all over his body.
Doctor: Where did they spread to?
Father: To his waist and now there are plenty of them on his bottom. He can't even sit down, he starts crying immediately, obviously he's in terrible pain.
Doctor: Just calm down. Could you take off his clothes? I'll have a look.
Young man, may I check your spots?
Charlie: Will you give me an injection? I don't want one.
Doctor: No, Charlie, of course not. But I need to see your back. Will you show it to me? Where does it hurt?
Charlie: OK... it hurts here, and here and there too.
Doctor: Did you take his temperature?
Father: Yes, the highest temperature was 39.6, so we lowered it with syrup... what is it called?
Doctor: I see... well, I'm afraid, your son has caught a very dangerous infectious disease, called Herpes Zoster. Has he ever had chicken pox?
Father: Yes, he has. Last summer.
Doctor: Has he recently been in contact with anyone who has chicken pox?
Father: No, I don't think so. He spends most of his time with his mother and his little sister.
Doctor: Does he attend nursery school?
Father: No, not yet.
Doctor: Well, you need to see the dermatologist. I won't prescribe him anything yet. First, I need to see some results from the specialist. He will take his blood, a sample from one of his spots and then, we will see. If the results are positive, Charlie will need to go into a hospital for a few days.
Charlie: I don't want to go into the hospital. I want to be at home with my mummy and my little sister.
Doctor: Charlie, look, this is serious. It's only a matter of a few days. Don't worry, young man, you will soon feel like your old self again. Or do you want your little sister to catch the infection from you?
Charlie: No. But I want to be with my mother.
Doctor: Is your wife still nursing your younger daughter?
Father: Oh, yes.
Doctor: In that case, it would be better if you stay in hospital with Charlie.
Father: All right. But then, I would need a note from the doctor for my employer.
Doctor: That won't be a problem at all.

9 EDUCATION

Task 5/CD 1: Track 18: Studying Medicine in England I

At university, I study medicine. I've been doing it for a year now and I have another four years before I qualify.
It's quite difficult to get a place at university. There's five... five students for every place. There's a lot of competition. To get into medic... medical school you have to apply the year before you take your A-Levels and write down your qualifications and your experience. You apply the September before you do your A-Levels, so you need to know what you want to do a long time before you start university. When your A-Level results are published, then the university decides whether you're good enough or not. You apply for four or five universities using the same form and the same system.
It's not expensive to apply for university in Britain, it's very cheap; practically... practically nothing. It's quite expensive to study in Britain now. In Britain, you have to pay a minimum of a thousand pounds each year for tuition fees to the university and you also have to pay your own living expenses and accommodation.
In the whole university, there are thirteen thousand students. For medicine we have a very good, very well-equipped school. We have different laboratories erm... and we're closely linked to the hospitals, so we get lots of practical experience. We have a... a very good library. All the major textbooks and medical journals are available. There are two hundred computers for only a thousand students, so you never have to queue, you never have to wait.
The first year has been quite difficult. It was a big shock to go from school to university. There's a lot more work and you're supposed to be much more independent at university than at school, so it is quite hard.

Task 6/CD 1: Track 19: Studying Medicine in England II

There is a great deal of difference. You have much more independence as a student at university. You're not living at home with your parents anymore, you're doing your own thing all the time. You have to be a lot more committed if you want to survive at university. There's no one to tell you to get up in the morning, and go to school – it's all up to you. But on the other hand, it's very, very interesting and exciting to be able to do whatever you want and go out whenever you like and see your own friends.
You have to cook for yourself and look after yourself all the time. There's no one to do your washing or your cooking or your cleaning.
The social life is very good. You go from a small school with a few friends to an enormous university with thousands of students to choose from as your friends and different activities and things to do. There's never a dull moment.
Freshers' week is the week at university when all the first year students arrive and none of the other students from the higher years have returned, so you're really only the new students all together, all learning about your new life and your new course and new opportunities, and things you can do, so it's... it's a little bit crazy. There's a lot of... lot of drinking and a lot of socialising.
A typical week. Erm.. Monday to Friday is pretty much the same – you get up mid-morning, if you can, go into university for lectures and practicals or tutorials, then come back to your halls of residence, where you stay with all the other students. In the evenings, there's obviously lots of opportunities to socialise and go out. There´s many different clubs and organisations. There´s many sorts: Clubs for every... everything you'd like to do. Religious societies; intellectual so-

cieties; debating; cooking; sewing; anything you want. I'm a member of the scuba-diving club. Erm... I'm a member of the Mountaineering Society, and I play hockey.

10 JOBS

Task 4/CD 1: Track 20: Typical Week

Speaker One

A typical week. Erm.. Monday to Friday is pretty much the same. You get up mid-morning, if you can, go into university for lectures and practicals or tutorials, then come back to your halls of residence, where you stay with all the other students. In the evenings, there's obviously lots of opportunities to socialise and go out. There's many different clubs and organisations. There's many sorts: clubs for every... everything you'd like to do. Religious societies; intellectual societies; debating; cooking; sewing; anything you want.

Speaker Two

During the week, ermm... my days are not quite the same. It depends on which clients I have. Mornings are usually very busy, I have to get up early in the morning, get ready for meeting my clients. I sometimes meet them in strange places, such as in a prison, for example. Some mornings, I have to be ready to defend my clients in court. In the afternoons, I study a lot of documents and prepare myself for the next day.

Speaker Three

My days are more or less the same. You know... I work regular hours at the same place. Although, when you work with people, you have to be ready for anything, really. I like helping people to see more clearly and I'm very happy when they're satisfied. I have to concentrate when examining my clients. I'm free in the evenings, so I can relax.

Speaker Four

I don't think I have a typical week. It varies quite a lot. It depends on what we're actually working on... who I work for. It's really demanding when I have rehearsals every day. I often work in the evenings, so normally I sleep till about 10–11 o'clock. In the afternoons, I usually prepare for the evening. My profession requires a lot of concentration. I can't forget anything. In the late evenings, I like to socialise, I like meeting new people. You know... to know how people feel is important for me.

Task 5/CD 1: Track 21: At an Interview I

Mrs. Roach: Hello.
Au-pair: Hello.

Mrs. Roach: Come in and sit down.
Au-pair: Thank you.

Mrs. Roach: Would you like a cup of coffee or something?
Au-pair: Umm... No, thank you.

Mrs. Roach: Is this your first visit to England?
Au-pair: Yes, I've been here for three months now.

Mrs. Roach: And you've been working as an au pair all that time.
Au-pair: Yes, I've been with a family in Heald Green.

Mrs. Roach: And why are you leaving that family?
Au-pair: The husband of the family, Mr. Thompson, has just got a new job, err... so they will be moving to London next month.

Mrs. Roach: Did you consider going to London with them?
Au-pair: I did, but I'm already on an English course here.

Mrs. Roach: Ah, your English is very good. How long have you been learning?
Au-pair: Oh, about seven years now, but it's really improved since I've been here.

Mrs. Roach: Good. I don't know if the agency told you, but I've got two children that need looking after: John, aged 3, and Toby, who's just started school. Do you have any experience with younger children?
Au-pair: Yes, the Thompsons have four-year-old twins and I used to look after my nephew and niece in Slovakia.

Mrs. Roach: How old are they?
Au-pair: Err... They are nine and ten now, but I've been looking after them for years.

Mrs. Roach: How much longer do you think you'll stay in England?
Au-pair: I hope to stay until August, and then I should be going to university.

Mrs. Roach: Oh, really? What are you going to study?
Au-pair: I would like to become a teacher, so I'm going to study English and German.

Mrs. Roach: Hmm... That's very interesting. Well, just one more thing, then. Do you think that the Thompsons will be able to provide a reference for you?
Au-pair: Yes. Mrs. Thompson said that I should give you their phone number, so that you could speak to them in person.

Mrs. Roach: Well, that sounds fine. Now, do you have any more questions for me?

Task 6/CD 1: Track 22: At an Interview II

Mrs. Roach: Well, that sounds fine. Now, do you have any questions for me?
Au-pair: I would like to know what sort of duties I would have here, because all the au pairs I know seem to have very different ones.

Mrs. Roach: Of course. Well, basically, I leave for work at eight o'clock in the morning and I would need some help getting the children up before I go. It's traditional that we have breakfast together, so the children need to be up at about seven.
Au-pair: Aha, do I need to take Toby to school?

Mrs. Roach: No, I take him on my way to work, erm... but you would need to pick him up.
Au-pair: Wh... What time does he finish school?

Mrs. Roach: He finishes at 3:30. And then I'm back from work around 5:45.
Au-pair: O.K.

Mrs. Roach: Erm... When do you have college?
Au-pair: I normally go in the mornings, but I could change that to an evening course if... if it's easier.

Mrs. Roach: That shouldn't be a problem. John goes to nursery school from 9 till 11.15. and normally, Sue, my next-door neighbour takes him with her daughter, Becky, but occasionally, she is busy and it would be helpful if you could take them both on those days.

Au-pair: That would be fine. I'm at college from err... 9.30 to 11.00 and it's only a ten-minute walk from here.

Mrs. Roach: OK, as long as it is not a problem to pick them up when they need to be.
Au-pair: No. I can finish a little earlier if I need to.

Mrs. Roach: Good.
Au-pair: Err... Are there any other jobs I would have to do around the house?

Mrs. Roach: Well, the agency said that you would help with the washing and ironing the children's clothes and making John's lunch...
Au-pair: That's okay. I can also help with the cleaning. I do that at the Thompsons.

Mrs. Roach: That would be a great help.
Au-pair: And, err..., would I have to work evenings and weekends?

Mrs. Roach: No, not normally. You can have the evenings free after the children have gone to bed and the children go to visit their father every other weekend, anyway. I might need you to babysit occasionally, but I would pay you some extra when that happened.
Au-pair: Thank you.

Mrs. Roach: And Sue from next door often needs a babysitter, but you would need to make arrangements with her for that.
Au-pair: Great.

Mrs. Roach: Okay. Well, if you haven't got any more questions, then I'll speak to the Thompsons this evening, and hopefully I'll give you an answer tomorrow.
Au-pair: Hmm... That would be wonderful. Thank you.

11 HUMAN RELATIONSHIPS

Task 4/CD 1: Track 23: Being Homeless

When I turned twelve, two things happened in my life. My father, who used to beat us, left home and the other thing that happened is I started using drugs. One friend gave some to me and said: "Try this, it will make you feel good." When I was thirteen, my mum found a new partner. He lived with us and he physically abused me and my younger sisters. When he started to beat up my mum, I couldn't take it anymore. I told her to choose. Either he goes or I go. Mum chose him, so I left home. At the beginning, I stayed with my friends. It was just a question of time before I ended up on the streets. There are many kids like me. We have no confidence to do anything. Many of us have tried to end our lives... You know, no one is going to miss me whether I'm here or not... Most of the people on the street don't have anyone. No one cares, no one worries, no one is willing to listen to you. After two years on the street, I met Thomas and David and other volunteers who help the homeless. They come to see me daily. We talk together about everything. They are ready to listen to me and give me a hand. They do not mind being a friend to somebody such as me. Just to know that someone cares is the main thing, I guess. That is what all people need. Someone to talk to, to be with and to trust. They miss me if I don't turn up. It makes me feel special... well, at least to someone.

Task 5/CD 1: Track 24: Classmates

Sue: Jack? Is that you? I haven´t seen you for such a long time.
Jack: Sue? Sue Howard?

Sue: Yes, that´s me.
Jack: Hi, Sue. Is that really you? You look great.

Sue: Thanks. Tell me, Jack, how have you been?
Jack: Oh, I´ve been fine. Thanks. And you?

Sue: I´m fine too.
Jack: Gosh, it´s been years.

Sue: Yeah, I know. Ten years, I guess.
Jack: That´s right. So, how´s life going? Are you married?

Sue: Well, I was. But, you know, it didn´t work out.
Jack: Oh, that´s a shame. I´m really sorry to hear that.

Sue: Well, that´s life. How´s your sister?
Jack: Caroline? Caroline is fine. She has three kids.

Sue: Are you kidding?
Jack: No, I´m serious. Believe it or not but she is pregnant again.

Sue: That´s unbelievable. Who would have imagined that about Caroline?
Jack: By the way, have you heard anything about Gavin?

Sue: Gavin has been running his new company. Actually, I don´t know what he deals with but it´s something to do with ...uhm... What do you call them... the machines used for fixing cars and ...uhm, do you know what I mean?
Jack: Welding machines?

Sue: Yes, welding machines.
Jack: But wait, are we both talking about Gavin Baldwin?

Sue: Oh, no. I was talking about Gavin Walter. I´m sorry. I must have confused you. Gavin Walter was my classmate from university. In any case, I haven´t heard anything about Gavin Baldwin. Have you?
Jack: No, I haven´t.

Sue: So, are you enjoying the party?
Jack: Yes, I am. A lot.

Sue: Would you excuse me, please? I´d better go now and say hello to Maggie.
Jack: Sure. It was nice to see you again, Sue.

Sue: It was nice to see you too, Jack.
Jack: Maybe, we should get together sometime.

Sue: Ah, yeah. That´s a great idea.
Jack: I´ll call you, O.K?

Sue: It´s a deal. See you.
Jack: Bye.

12 PEOPLE AND NATURE

Task 4/CD 1: Track 25: Weather Forecast

Good morning! Thank you for joining me and welcome to our weather forecast. On Saturday, we expect occasional light showers both early in the day and later too. In the evening, the wind will get stronger and we expect some local thunderstorms, mainly in the south-west. The weather on Sunday will be similar, with some sunny intervals in the morning but significant rainfall throughout the rest of the day.

Task 5/CD 1: Track 26: Sharks

Sharks are among the world's oldest creatures. They first appeared 400 million years ago and became highly developed over next 200 million years. There are over 300 species in the world, ranging in size from less than 30 centimetres to over 15 metres in length.

They are an amazing example of evolution. They are efficient killing machines, which can hunt systematically and skilfully. Their teeth re-grow when they are knocked out. They have a simple but highly effective immune system – sharks never get cancer. Sharks are seen as a store of medical miracles. There has been no detailed research into discovering what possibilities for medical advances might be locked inside their bodies.

They are killed for their body parts and other unknown reasons. They are also being killed for their meat, skin and jaws (which can be sold for thousands of pounds to collectors). Tens of millions of sharks are fished each year, and probably a similar number are accidentally caught when fishing is done for other fish species. This is why there are now 80% less sharks than before.

This can have a negative effect on sea life. Sharks are part of a finely balanced ecosystem and without them there could be population explosions of other sea creatures. For example, in Australia a low number of sharks was the reason for the huge increase in octopus numbers, which resulted in the local shrimp catch being devastated.

It is true that people are killed in shark attacks, but these are extremely rare. There is a much higher probability that sharks could save lives through their proven medical properties: their cartilage can be used for providing artificial skin for victims of burns, and possible future treatments for cancer.

(Adapted from Time: Lemonick, MD: Sharks Under Attack, p. 157)

13 SCIENCE AND TECHNOLOGY

Task 3/CD 1: Track 27: Big Brother

You are being watched. Big Brother is monitoring your every move and there is very little you can do about it without withdrawing from the modern world. When you walk down the High Street, cameras follow you. On a shopping trip in any small town in Britain, you will probably end up on camera dozens of times. If you use your credit card on the trip, then you are sending messages to faceless marketers telling them where you shop, what you buy (yes, they know about your chocolate habit) and at what time. If you are using store cards, then a few weeks after your trip, you could be bombarded with advertising based on the products you bought. If you try to avoid the cameras by shopping online, then you are opening up your lives even more. When you browse web sites, you leave footprints allowing the companies to tailor their advertising to your "needs". Look at the banner adverts you have on commercial sites. Have you ever noticed the ones which you see time and time again are totally different from other peoples? Targeted with more accuracy than missiles. Registering on web sites is a special case. Unless you find the little box to tick, you can find yourself inundated with junk mail. I am very careful about this, but my e-mail address has still found its way out into the big wide world and every day, I get more junk mail than "real mail". Most of it takes the fast track to the Deleted Items folder, but I still waste time dealing with the rest. And in the future, we can look forward to even more erosion of privacy as technology makes leaps and bounds far ahead of the following pack of legislators. DNA testing brings its own special problems: It can "predict" the future of your health. If companies get hold of that information, they might refuse to employ you because of a "future" heart failure – a nightmare scenario explored in the film *Gattaca.* Spies will not only know your past, they will know your future as well. Are we really losing our privacy though or are we simply becoming a part of a global village in the fullest sense of the word? After all, in a village everyone knows who you are, where you go (and who with!), what you buy and when you buy it. In this digital age, we are only taking a giant step backwards from "anonymous" cities, but no one can really be sure where it leads: Look before you leap, but remember that someone else is looking too.

14 COMMUNICATION – ITS MEANS AND FORMS

Task 4/CD 1: Track 28: Telephone Conversations

Conversation 1:

Hello, this is Gina... Erm... Mrs. Roach, I'm phoning to say that I could pick up Toby from school tomorrow, after all, as my plans have changed. Normally, I have school till 4 pm, but our last lesson tomorrow has been cancelled, so I would be able to come. I'm sorry I wasn't very helpful last time, but we had a test that took longer than expected. Please, let me know if you'd like me to come.

Conversation 2:

A: Hello. This is Mark Hutchinson. I called you yesterday about your Spanish course. I´d like to ask you if there is another place free. My friend wants to sign up as well.

B: Yes, I remember. Let me see. I am afraid the course is already full. Oh, hang on.... Oh, yes. There is one place available in the beginner's class. Would that be all right?
A: Well, I was wondering whether my friend could be in the same class as me, you see. Well, let me ask my friend first. Is it OK if I call you in a few minutes?
B: No problem, sir.

Conversation 3:

A: Good morning. This is Alison Ford from National Insurance. I'd like to talk to Mr. Harry Watson.
B: Hello. Who's calling?
A: Alison Ford from National Insurance.
B: Sorry, I... I don't know who you are. I'm afraid you must have dialled the wrong number.
A: May I talk to Mr. Harry Watson?
B: Sorry, I'm afraid it's impossible. My son Harry is only two years old. You must be looking for some other person.

Conversation 4:

A: Hello, Carol? Is that you? It's me, Lee.
B: No, I'm sorry. This is Ian, her assistant.
A: Oh, Ian, hello. Could I talk to Carol? I can't reach her anywhere. Is she in her office? Could you put me through? It's urgent.
B: I'm afraid she isn't here at the moment. She went to Amsterdam on business and she'll be back next week. Would you like to leave a message for her?
A: No, thanks.

Conversation 5:

A: Hello. This is Peter Harmer. I'm not available at the moment, so please, leave me a message after the tone. Thanks.
B: Hi. This is Andrea. Your ex-classmate from secondary school. Er... I wanted to talk to you about our class reunion. Er... it will be postponed to April 15th. I hope that'll be OK for you. Anyway, I'll call you back tomorrow. Bye.

15 LEARNING LANGUAGES

Task 4/CD 1: Track 29: Learning a Foreign Language

Well, there are a few factors which influence the learning of a foreign language. In my opinion, the most important one is motivation. If a language learner is motivated, he is more likely to be successful than a learner who is reluctant and uninterested. Motivated learners have an internal drive to learn a foreign language because they want to speak it, to understand it because they like it, or because they like the culture, the country or the people who use the language. These students are internally motivated. On the other hand, there are so called externally motivated students who learn a foreign language because they have to or because their parents or employers require it. These students are less successful unless the external motivation changes into an internal one. And that is actually the case of many students who start learning a foreign language at school – they are pushed by their parents, teachers and later their employers. But

later on, when they get to know the culture and the country, they might change their attitude towards the foreign language. Age is another factor which matters a lot. Younger learners do not face any psychological barriers as they get neither anxious, nor frustrated. They act more spontaneously and are less bothered about making mistakes in a foreign language. Adult learners are more careful about their language production. They feel they are not ready to use the foreign language they are studying, unless they have covered all its grammar and learnt a huge amount of vocabulary. Therefore, we as teachers have the feeling that instead of language users, we tend to produce language "knowers". This has much to do with our learners´ personality. Extrovert learners don´t care about the mistakes they make – they speak even with a limited amount of vocabulary. However, introverted learners would rather prolong their silent period – the time when they are listening to the language and learning its phrases and grammar – but are not yet ready to produce it actively.

Well, the last but not the least of these influential factors is intelligence. It matters a lot, especially when learning grammar, composing essays and simply doing formal things in a foreign language. To sum up, linguistically intelligent people who are motivated and have a positive attitude towards the target language and its culture, who are a bit extrovert and ready to take risks when using a foreign language are more likely to become better foreign language users rather than "knowers". So, what do you think? Are you a language "knower" rather than a user?

Task 5/CD 1: Track 30: Bilingual Children

Laura: Hi, Martin, how have you been?
Martin: Fine, thanks. And you?

Laura: I´m fine too. How´s your family?
Martin: They are all fine. Little Tim will be 2 in September and Oliver will be 7 in October.

Laura: Already? Do you still speak English to him?
Martin: Yes, I do. However, it´s getting harder now. You know, he spends more time with his friends at school and at the school club. Erm... when he was a baby, it was so easy.

Laura: Did your wife also speak English to him?
Martin: Not really, she said it was very unnatural for her. You know, she would end up with giving orders, telling him what to do, what not to do. And she was not ready to use English baby talk either.

Laura: So, how fluent is your son?
Martin: Well, he is very fluent, actually, I can say that he is bilingual. He speaks English and Slovak equally well.

Laura: Wow, that´s really great. Does he learn any English at school?
Martin: Yes, he does. And that´s the main problem. He does not understand that the other children are learning English as a foreign language as he picked his up at home, in a natural setting, without a teacher, a textbook... You know what I mean.

Laura: Right.
Martin: Sometimes he even corrects his English teacher.

Laura: Oh, does he?
Martin: Yeah. But she doesn´t mind.

Laura: And what about your younger son? Which language do you speak to him?
Martin: Ehm... English, of course.

TEST 1

I. LISTENING COMPREHENSION (20 POINTS)



1. HOOKED ON SHOPPING (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 01)

Listen to the interview with Henry, who was once addicted to shopping. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. Compulsive shopping

A) isn't addictive.
B) involves the excessive buying of things.
C) is a good way to fight feeling bad.
D) is more common among women than men.

2. Henry

A) has been addicted to shopping since childhood.
B) started with obsessive shopping for various reasons.
C) bought things for himself.
D) considered buying cheaper products because he didn´t have enough money.

3. The treatment of shopaholics

A) is provided in special centres.
B) is possible without professional treatment.
C) concentrates on avoiding shopping completely.
D) may include some medication.

4. Henry's wife

A) consulted professionals to help her husband.
B) was suspicious, but didn't reveal it.
C) considered leaving her husband.
D) didn't turn away from him.

5. Dr. Stuart

A) talks about different ways of fighting the need to shop.
B) helped Henry with his problem.
C) considers cognitive-behavioural therapy the only effective cure.
D) suggests a shopping test after the therapy.

2. THE KING IS DEAD. LONG LIVE THE KING. (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 02)

Listen to the text about Michael Jackson. Decide whether the following statements are true, false or not stated according to the text.

1. Michael Jackson's mother was less strict than his father.
2. Michael Jackson had to deal with a complexion disorder.
3. Most of his money was spent in court settlements.
4. The mother of Jackson's third child was revealed to the public.
5. He was found not breathing by his friend.

3. ALL-IN-ONE (10 POINTS) (DVD/POCUVANIE_TESTY/TRACK 03)

Listen to the text about a man who's got a problem with his recently-bought product and fill in the missing words or phrase according to the text in the space provided from 1–10.

John Smith is calling the Copy Centre with an **1.** ..... (**1 word**) case. He wants to talk to Mr. Nicolas because he's got a problem with his **2.** ..... and ..... (**2 words**). So he is advised to clean the **3.** .... (**2 words**). Then, he is supposed to disconnect the printer power cable from the **4.** .... (**2 words**), and consequently he can connect it to the **5.** .... (**2 words**). Then, the unit needs to be **6.** .... (**2 words**), unplugged and disconnected from the connection port. It is advisable to wait some time, then plug it in and repeat the process. **7.** .... (**2 words**) must be performed after the connection port is reconnected from the all-in-one unit to **8.** .... (**2 words**). While plugging in the power cable, he should press and hold the recommended **9.** ..... (**1 word**). Eventually, before printing a normal document, he must make sure that its **10.** ..... (**1 word**) is moving and glowing.

II. LANGUAGE IN USE (40 POINTS)

1. COFFEE DRINKING (10 POINTS)

Read the text below. Use the word given in capitals to form a word that fits in the space.

Example: **0. temptation**

Can you resist the **0.** ..... **(TEMPT)** of the coffee scent? Coffee, as the major source of caffeine, is drunk **1.** ..... **(DAY)** by many of us. And probably none

of us is thinking about its after-effects while drinking it. It has been proven in the latest **2.** ..... **(SCIENCE)** research that drinking coffee in **3.** ..... **(MODERATE)**, a maximum of four cups a day, is not **4.** ..... **(HARM)** to us and may even have some **5.** ..... **(BENEFIT)** effects. For example, the antioxidants present in coffee may reduce the chances of cancer and heart disease. People have different levels of **6.** ..... **(SENSITIVE)** to caffeine. Some drink a few cups in order to reduce their **7.** ..... **(TIRE)**. But there are people who fall asleep **8.** ..... **(EASY)** after only one cup of coffee. Caffeine, according to some studies, can help fight the tendency to be less **9.** ..... **(ATTENTION).** So next time, you need to stay **10.** ..... **(WAKE)**, a few cups of strong coffee might help you.

2. GAMBLING WOMEN (20 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer.

Example: **0. C often**

Gambling is no longer only associated with men. Women are gambling almost as **0.** ..... as men are, but it's hard to say how **1.** ..... female gamblers there are. Women usually gamble for emotional rather than financial reasons **2.** ..... men. The more they gamble, the more difficult it is to stop. For example, Lucy, Ashley and Karen are among those women who couldn't **3.** ..... the temptation.

In Lucy's case it all started at the age of thirty-six with pop-up ads on her computer, then continued with online gambling and eventually visits to casinos. One day, she won $10,000 and over the following several years she lost thousands of dollars **4.** ..... led to unpaid taxes from her winnings and **5.** ..... money from her church. Moreover, she got the sack from her job **6.** ..... promising to quit gambling. She was **7.** ..... to four years in a state prison.

Ashley first tried gambling at the age of sixteen. Up to her 20th birthday it **8.** ..... an obsession, no matter where she was, on slot machines or on the lottery. She tried to conceal the problem, but when the debt collectors came calling, her husband **9.** ..... about it. As the full-time manager of a KFC, she began stealing money at work. Finally, after turning **10.** ..... in to the police, she felt a great sense of relief. She got **11.** ..... help from the group *Gamblers Anonymous* and is on probation, working in order to pay off all her debts. She admits feeling happy again.

Karen is a typical example why many women become gambling **12.** ..... . Winning a decent sum of money on a lottery meant she and her husband could spend a wonderful winter holiday together. After her daughter was born, she broke **13.** ..... with her husband. Feeling depressed and **14.** ..... , and not knowing what to do, she **15.** ..... gambling. She spent only a few pounds **16.** ..... , but later the more she gambled, the more money she lost and found herself unable to pay the bills. It didn't take long before she was **17.** ..... and consequently evicted from her flat. **18.** ..... , she was accused of stealing money from her friend and put in jail. Then, she realised it was **19.** ..... time to quit. Like Ashley, she joined *Gamblers Anonymous* and managed to take **20.** ..... her addiction. She hopes gambling will never cross her path again.

0.	**A)** rarely	**B)** fast	**C)** ~~often~~	**D)** soon
1.	**A)** many	**B)** a lot of	**C)** plenty of	**D)** much
2.	**A)** comparing with	**B)** in comparison with	**C)** comparable to	**D)** in comparison
3.	**A)** admit	**B)** deny	**C)** avoid	**D)** resist
4.	**A)** which	**B)** what	**C)** who	**D)** –
5.	**A)** embezzle	**B)** embezzling	**C)** embezzlement	**D)** to embezzle
6.	**A)** despite	**B)** in spite	**C)** although	**D)** however
7.	**A)** accused	**B)** blamed	**C)** charged	**D)** sentenced
8.	**A)** was	**B)** became	**C)** had become	**D)** has become
9.	**A)** found	**B)** knew	**C)** learned	**D)** founded
10.	**A)** –	**B)** her person	**C)** herself	**D)** her
11.	**A)** –	**B)** a	**C)** the	**D)** any
12.	**A)** addicts	**B)** addiction	**C)** addictive	**D)** affected
13.	**A)** away	**B)** up	**C)** out	**D)** off
14.	**A)** lonely	**B)** alone	**C)** on her own	**D)** lone
15.	**A)** gave up	**B)** took up	**C)** took over	**D)** took off
16.	**A)** starting	**B)** beginning	**C)** at the starting	**D)** at the beginning
17.	**A)** in debit	**B)** in a debt	**C)** in debt	**D)** in the debt
18.	**A)** Nevertheless	**B)** At last	**C)** Eventually	**D)** However
19.	**A)** the highest	**B)** the high	**C)** high	**D)** higher
20.	**A)** after	**B)** into	**C)** over	**D)** up

3. GREAT BRITAIN (10 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form.

Example: **0. occupies**

England **0.** ..... **(occupy)** the largest part of Great Britain. With a population of about 60 million inhabitants and an area of over 229,000 square kilometres it **1.** ..... **(represent)** one of the most densely populated countries in the world. England's rich and long history **2.** ..... **(begin)** in the 10th century. The Norman army, which **3.** ..... **(lead)** by William the Conqueror, later the King of England, **4.** ..... **(invade)** the country. Magna Carta, a document established as a basis of law, **5.** ..... **(sign)** in the 13th century by King John.

Nowadays, London is especially famous for its many landmarks. The Tower of London, originally a fort, prison and execution place, **6.** ..... **(visit)** by thousands of tourists every day. Tower Bridge, with its towers on both sides, **7.** ..... **(open)** in the middle to enable tall boats **8.** ..... **(sail)**. Westminster Abbey **9.** ..... **(serve)** as a coronation place for many years and some important figures of British science, culture and history **10.** ..... **(bury)** there.

III. READING COMPREHENSION (20 POINTS)

1. DOLPHINS (10 POINTS)

Read the article about dolphins and fill in the sentences with the missing words in the space provided.

1. Dolphins have got used to the .... **(2 words)**
2. Their effective swimming is enabled by their ..... and ..... . **(2 words)**
3. Dolphins .... different food. **(2 words)**
4. During hunting, dolphins create a ..... wall, in order not to lose their prey. **(1 word)**
5. Dolphins can move at .... **(2 words)**
6. The swimming speed of dolphins depends on .... **(2 words)**
7. Possible injuries are one of the drawbacks of their ..... . **(1 word)**
8. Female dolphins are protected from possible enemies by ..... . **(1 word)**
9. Dolphins are born with .... **(2 words)**
10. Dolphins cooperate in order to ..... . **(1 word)**

Dolphins are exceptionally playful and amicable sea mammals that have fully adapted to sea life. They are able to move effectively in their home environment due to their powerful tail and flippers, which developed from their front limbs. Their hind limbs have disappeared. Although they resemble sharks, their dorsal fin is bigger than their tail one.

Dolphins hunt all day long, and the manner of hunting depends on the type of prey. Since they usually hunt for single fish, they aren't satisfied with a small one. Their food consists of various kinds of fish, a few cephalopods or other invertebrates, and occasionally they feed on waterfowl. When they notice a big flock of birds, hundreds of dolphins join together for a fish hunt. Although the fish try to escape, approaching dolphins build a solid fortification unable to be broken. The water's surface also creates an obstacle difficult for the fish to overcome. It is said that dolphins' loud cries during hunting alarm other fish.

Furthermore, their feeding habits seem to have an impact on their swimming speed. Coastal species hunting for slow-moving prey seldom reach higher speeds than 10 mph, whereas oceanic species that live on fast-moving fish generally move at 15 mph. Dolphins are able to swim at these high speeds thanks to so called *"running"*, which is a series of jumps in and out of the water, but they spend as little time under water as possible.

Another factor that makes dolphins' swimming speed higher is their thick, smooth skin, without glands and hair, but which is, however, constantly being shed to keep its smoothness. It is then replaced by new skin. There are groups of dolphins that are able to replace their old skin nine times faster than humans can. On the one hand, the biggest disadvantage of such smooth skin is that it can be scarred very easily through interactions with other dolphins or enemies. On the other hand, researchers use dolphins' scars as signs of their identification.

Dolphins are very sociable creatures, living in groups of varied composition; males and females accompany their young and animals of the same sex may pair together. Dolphins are very helpful too. They help each other at birth, during hunting and in sickness. This mutual cooperation is necessary for them to survive. Dolphins communicate using smacking and snapping sounds. It is not exactly known how many signs this language contains. However, there is no doubt that dolphins are recognised by and respond to one another using their own means of communication.

The life cycle of dolphins is similar to that of whales. They usually reproduce in spring or summer, bear young calves within ten or twelve months and the mothers provide them with care. Females are helped in giving birth by two or more males which function as 'midwives' to protect them from potential shark attacks because of the blood released into the water. The same help is provided to injured individuals. Dolphin calves are born tail-first and eyes already open. Their muscular coordination and alert senses enable them to follow their mother immediately, who makes them swim to the water surface to take a breath. Mothers breastfeed young calves for at least sixteen months, so the next offspring can be born within two or three weeks. Females are likely to copulate each time with a new male. The nursing itself usually takes from one and a half to two years, but the mother stays with her calves even longer, between three and eight years. The reproduction rate and life expectancy varies within different groups of dolphins.

2. GLOBAL FINANCIAL CRISIS (5 POINTS)

Read the text about the global financial crisis. Find the answers to the questions in paragraphs A–E.

Which of the paragraphs gives information about:

1. a particular product on the market?
2. the need to take common steps?
3. helping the tax system?
4. a group of politicians who have decided on a plan?
5. the need to protect what we have?

European markets have seen some of the most turbulent days in their history in the last couple of years. There is no doubt that the financial crisis is increasingly global and requires a global response. Here are some measures that have been taken and need to be taken to improve the US and EU markets.

A *Barack Obama said during his presidential campaign:* "Immediately after I become President, I will confront this economic crisis by taking all necessary steps to ease the credit crisis, help hardworking families, and restore growth and prosperity. First, we need a rescue plan for the middle class and provide relief to families that are watching their life savings disappear. A particularly urgent priority is a further extension of unemployment insurance benefits for workers who cannot find work in the increasingly weak economy. We also need to help the car industry adjust and succeed in producing fuel-efficient cars here in the United States. We will be moving forward in laying out a set of policies that will grow our middle-class and strengthen our economy in the long-term.

(Adapted from www.marketwatch.com, remarks by President-elect Obama at his press conference in Chicago)

B The European Central Bank has injected billions of euros into the cash-starved system. The heads of states and governments of the EU welcome the decisions by the European Central Bank to improve the conditions for the refinancing of banks and to provide longer-term funding. EU governments have raised the ceiling on deposits they are willing to guarantee.

(Adapted from http://ec.europa.eu/news/economy)

C The heads of states and governments of the EU: "We confirm today our commitment to act together in a decisive and comprehensive way in order to restore confidence and proper functioning to the financial system. As members of the Eurozone, we share a common responsibility and have to contribute to a common European approach. We invite our European partners to adopt the following principles so that the European Union as a whole can act in a united manner..."

(Adapted from http://www.ue2008.ff)

D Deputy prime minister *Alexandr Vondra* on the Czech EU presidency in 2009: "When you are making preparations for a football match, you sometimes base your tactics more on attack, while other times you are more defensive. It is evident that in the economic situation in which Europe will find itself next year, emphasis will rather be placed on the protection and defence of what has already been attained."
(Adapted from: http://news.xinhuanet.com)

E Economist *Martin Baily* says: "We need a second fiscal stimulus package to avoid a deep recession. He advocates an immediate infusion of $200 billion, with a second $100 billion released if unemployment hits 7.5 per cent. The package should include help for homeowners, tax rebates for families and aid to states and local areas."
(Adapted from www.brookings.edu)

3. BREAKTHROUGH IN AVIATION (5 POINTS)

Read the article about The Wright Brothers and put the removed sentences in their correct place in the text. There are three extra sentences.

Orville and Wilbur Wright, raised with strong religious beliefs, were the first individuals to make the "first sustained and controlled heavier-than-air powered flight." The first impulse to construct an aircraft came after getting a flying butterfly toy, reminiscent of a helicopter, from their father. **1.** .....

They focused their talents on technology from an early age. Their first experiments started with engineless gliders, and later they tried to make some vital improvements in flight control. **2.** ..... Their work with bicycles helped them believe that an unstable vehicle like a flying machine could be controlled and balanced with practice. To produce flying power, Orville designed an engine attached to a glider. However, scientists were rather sceptical. They couldn't believe that it was possible to fly in a power-driven heavier-than-air machine. **3.** .....

December 17, 1903, is considered the most remarkable day in the history of aviation. They made their first sustained flight in a machine of their own design. Although the "Flyer", as they called it, made of cloth and wood, seemed too fragile to take off, it flew with Orville as pilot for twelve seconds at an altitude of three metres over a distance of 36.5 metres. **4.** ..... It proved they had succeeded in overcoming gravity. However, they were met with public disbelief.

Their patent application was rejected in 1903. At that time it was considered an impossible invention. **5.** ..... By 1908 they had become world-famous but refused to give any speeches in public.

Wilbur's death in 1912 meant the end of one of the greatest partnerships in history. He died of typhoid fever at the age of 45. Not sharing his brother's business skills, Orville sold the company in 1915. He then continued working in aviation for several years. His last flight was in 1918.

A) The next flight of more than 260 metres enabled the craft to stay in the air for fifty-nine seconds.

B) They were not only flyers, but also inventors and builders.

C) Taking it apart, they started exploring all its airborne objects.

D) They proved "the faster you go the less power you need".

E) But the brothers carried on with further experiments.

F) Nevertheless, they were granted a patent for their flying machine in 1906.

G) After retiring, he lived in his home in Dayton.

H) They gained mechanical skills by working with different kinds of machinery in their shop.

IV. WRITING (20 POINTS)

You have received a fantastic last-minute offer for a week-long holiday in Croatia. You would like to go with a group of friends. Write to one of them. S/he is rather busy these days and short of money too. Write an e-mail persuading your friend to go with you. Use the points below:

- the price is really low,
- it is a holiday for one week,
- camping is on the beach and well-equiped,
- tell your friend what activities and trips are available.

Your text should contain 200–220 words. You will be given points for content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

TEST 1: TOTAL: ..... /100 POINTS

KEY – TEST 1

I. LISTENING COMPREHENSION

1. Hooked on Shopping

1. B, 2. B, 3. D, 4. D, 5. A

2. The King is Dead. Long Live the King.

1. not stated, 2. true, 3. not stated, 4. false, 5. not stated

3. All in One

1. urgent, 2. printer, copier, 3. scanner glass, 4. surge protector, 5. wall socket, 6. switched on, 7. semi-full reset, 8. the (his) computer, 9. keys, 10. bulb

II. LANGUAGE IN USE

1. Coffee Drinking

1. daily, 2. scientific, 3. moderation, 4. harmful, 5. beneficial, 6. sensitivity, 7. tiredness, 8. easily, 9. attentive, 10. awake

2. Gambling Women

1. A, 2. B, 3. D, 4. A, 5. B, 6. A, 7. D, 8. D, 9. C, 10. C, 11. A, 12. A, 13. B, 14. A, 15 B, 16. D, 17. C, 18. C, 19. C, 20. C

3. Great Britain

1. represents, 2. began, 3. was led, 4. invaded, 5. was signed, 6. is visited, 7. opens, 8. to sail, 9. has served, 10. are buried

III. READING COMPREHENSION

1. Dolphins

1. sea life, 2. tail, flippers, 3. hunt for, 4. solid, 5. high speed (high speeds), 6. feeding habits, 7. skin, 8. midwives (males), 9. open eyes, 10. survive

2. Global Financial Crises

1. paragraph A, 2. paragraph C, 3. paragraph E, 4.paragraph B, 5. paragraph D

3. Breakthrough in Aviation

1. C, 2. H, 3. E, 4. A, 5. F *Extra sentences:* B, D, G

IV. WRITING

Súkromný e-mail – pozvanie (Personal e-mail – invitation)

Na rozdiel od listu, v elektronickej pošte sa používa štandardizovaná emailová adresa. Snaž sa na svoj e-mail upútať lákavým predmetom.

Po obsahovej stránke sa e-mail od listu nelíši. V úvode prejav záujem o adresáta. Spýtaj sa na jeho život a/alebo dianie v jeho okolí.

Jadro pozvania tvoria informácie o dĺžke pobytu, lokalite, stravovaní, spôsobe dopravy a iné.

Tvoje slová by mali znieť lákavo a presvedčivo. Napokon, chceš, aby čitateľ prijal tvoje pozvanie.

Na záver vyjadri presvedčenie, že adresát tvoju ponuku príjme. Daj mu čas na rozmyslenie.

To	tanya26@mojmejl.sk
Cc	
Subject	Last minute holiday!!!

Dear Tanya,

How are you? I can imagine you are busy at work as usual. Yesterday, when I was wandering along the pedestrian zone, I got an excellent idea for a break. One travel agent offers a week's holiday in Croatia. Would you like to come?

I've already talked to Andrea and Karol and they were excited about this trip. They want you to join us as well.

It starts in two days, on Friday, and is one week long. The camping place is on one of the nicest beaches you can imagine. Karol will drive his car and they'll also take their tents, so we don't need to worry about anything but food. I think we could take care of it, what do you think? Your excellent cooking will be truly appreciated.

I know this camping site at Dubrovnik, it's just amazing. It's well-organised and equipped with all the necessary facilities. The beach, which is very long and clean, is right next to it. I'm also sure water will be warm enough. Besides sunbathing and swimming, we can do many other things. I think a one-day trip is a must. Everyone will love it.

So as you can see, the cost will be very cheap. I hope you'll agree and go with us. We're expecting your decision this afternoon. If you have any doubts or questions, just call me ASAP.

Have a nice day,

Jana

Rozlúčenie je veľmi osobné. Môžeš popriať príjemný deň alebo použiť bežné spojenia známe z listovej korešpondencie.

SEND CANCEL

Adresu odosielateľa nie je nutné uvádzať, pretože sa nachádza v záhlaví e-mailu. Avšak v prípade oficiálnej elektronickej korešpondencie je vhodné na záver e-mailu priložiť kontaktné údaje: meno a priezvisko odosielateľa, pracovnú pozíciu, adresu spoločnosti, telefónne číslo a iné.

ASAP – as soon as posible

TAPESCRIPTS

1. HOOKED ON SHOPPING (DVD/POCUVANIE_TESTY/TRACK 01)

Interviewer: Dr. Stuart, what is compulsive shopping?

Dr. Stuart: Compulsive shopping is a form of addiction. It is usually defined as a maladaptive preoccupation with shopping or buying, mostly intrusive and irresistible, which results in frequently buying more things that can be afforded or are needed, or shopping for a longer time than intended.

Interviewer: We all know that shopping is a part of everyday life. But when can we say it has become more than just a part of our daily routine and needs further treatment?

Dr. Stuart: Often, it's difficult to determine when shopping behaviour becomes a disorder. But there are several signs which can help to reveal it. First, it influences all areas of a person's life: the emotional, the social, the financial and the occupational. And family suffers too. Excessive buying helps most addicts to fight their low level of self-esteem. Another group of people may be shopping to overcome a variety of problems including depression and anxiety. They think shopping is a good way to solve their problems.

Interviewer: Henry, why did you shop?

Henry: Many people enjoy going to malls or stores every day, and it's more than a hobby for some of them. Some like window-shopping and some simply walk around and just have to spend money and aren't able to stop it. It gets under your skin. These are basically the reasons why I became hooked on shopping. I really loved buying different sorts of things, even those I didn't need and in spite of having less and less money.

Interviewer: How did you feel afterwards? Did it help you?

Henry: We shopaholics feel better afterwards; we love the euphoria when buying. It also helps us when we're feeling guilty, down or want to forget our problems. It happened many times to me – I bought very expensive presents for my family just to feel good.

Interviewer: Well, Henry. Many people would admit that women enjoy shopping more than men; but according to the latest research, men do like shopping because of the power and control they feel. Can you explain how a man like you can succumb to shopping addiction? When did it all start?

Henry: You know, for me it was quite simple. I´ve always been keen on all the stuff around shopping. As a small child, I loved shopping with my mom. So, I think it was just a matter of time before I became obsessed by all of it. And no doubt, I do have feelings of control and power when I shop.

Interviewer: As Dr. Stuart mentioned, it has an impact on family life as well. How did your wife react? Could you keep it a secret from her?

Henry: Gosh, I couldn't tell her. However, she was often surprised when I unexpectedly bought some presents for her and the children. But I always had a great explanation, so she didn't have the slightest clue what was going on. I tried to explain to her that I´d got some bonus money for a completed project and she trusted me.

Interviewer: And the children?

Henry: Oh, they loved the presents. You know, children love getting them; they don't know anything about addiction and stuff like that.

Interviewer: Shopping was a time-consuming activity, wasn't it? You must have spent hours doing it. How did you explain to your family why you weren't at home a lot?

Henry: Well, it wasn't easy at all. I always had to make up some silly excuse. Mostly I pretended being busy at work, working on projects. Fortunately, they didn't suspect anything bad.

Interviewer: What did you use to buy?

Henry: Um, firstly, I chose what to buy, usually something important or things I liked, but later it was basically useless stuff.

Interviewer: What did you do with all those things?

Henry: As I already said, some were presents for my family and the useless stuff was kept in boxes in the basement. Nobody knew about it.

Interviewer: But later your wife did find out something was wrong, didn't she? What did she do?

Henry: Yes, you're right. Later, when I ran out of money and the bills started arriving, I wasn't able to hide them from her. It was impossible to pretend everything was OK. I got deep into debt and couldn't get myself out of it. Fortunately, my wife didn't leave me, she was, and still is, a really big help for me. I probably wouldn't have been able to get through it without her and would have ended up on the streets somewhere. She took care of the money I owed.

Interviewer: When did you personally realise it was more than just a shopping spree?

Henry: Well, I didn't want to admit it, like every other addict. I was always telling myself that it was fine, that I didn't want to listen to anybody. But when the bills came, I knew I had messed up. I wanted to handle it on my own, but then I understood I needed professional help.

Interviewer: Did you have to undergo any therapy after your addiction was revealed?

Henry: Definitely, it was a must for me. I went to a support group and learned about behaviour therapies, in order to get rid of the habit. However, the process, like for most addictions, is long, and I´m still in the process of healing.

Interviewer: What type of therapy do patients need to undergo, Dr. Stuart?

Dr. Stuart: To treat compulsive shopping, I have to say, therapy is necessary. There are people who think they can do without it, but the opposite is true. The therapists use cognitive-behavioural therapy, in particular, to help the patients recognise their problem and change the situation. Some patients are taught how to reduce their shopping and the most severe ones are advised to have someone who can control the family budget or finances. For addicted shoppers, co-existing psychiatric disorders are quite common. For example, they may feel depressed, so we consider the use of antidepressants very important.

Interviewer: So, what about the life of shopaholics like Henry in the future? What do you encourage them to do?

Dr. Stuart: If they decide to go window-shopping, they should do it after all the shops have closed to avoid temptation. If not, they should leave their wallets at home. They shouldn't watch teleshopping or read any catalogues. It's advisable to search for other ways to handle their emotions. The inevitable part of the cure is to always make a shopping list when they go shopping, and to get rid of credit cards and chequebooks, which actually fuel the problem. They may keep one just in case of emergency. And if they ever feel out of control, they mustn't hesitate to look for professional help. But these are just a few pieces of advice. Each person is different and deals with the problem in a particular way and requires particular treatment.

Interviewer: What about you, Henry? How do you manage your shopping obsession now?

Henry: Well, I try to be careful and control myself, though it's not easy sometimes. The power of the mind is great, and if I make a bit of effort, I am able to get through it. And I must admit my family is a great support for me. Without all of them, I would probably be back in trouble.

2. THE KING IS DEAD. LONG LIVE THE KING. (DVD/POCUVANIE_TESTY/TRACK 02)

Michael Joseph Jackson, one of the greatest entertainers, if not the greatest of all time, was born on August 29, 1958, as the seventh of nine children. He spent his childhood in a working-class family whose father was a strict disciplinarian, and many of the Jackson children still recall being beaten by their father for misbehaving. He showed his musical talent very early on as a solo member of *The Jackson 5* in 1968. In 1971, while still a member of the group, he began his solo career. He released his first solo album *"Off the Wall"* in 1979. His second album *"Thriller"*, released in 1982, holds the record for the world's best-selling album of all time. "The King of Pop", as he was often referred to, dominated pop music from the 1970s, influenced many artists and popularised a number of complicated dance techniques.

Despite his successful career, he led an enigmatic personal life full of controversy, which has been under the spotlight for decades. His public image was mainly damaged by the eccentric behaviour and several changes in his appearance. Jackson's skin had been a medium-brown colour, but from 1982 he gradually became paler and the structure of his face changed as well. There was some speculation that he had undergone surgery, but he admitted only to having two plastic surgery procedures. In one television interview Jackson revealed that he was suffering from an inherited skin-pigmentation disorder which was slowly destroying his skin.

The singer never hid his affection for children, but at times it bordered on the unhealthy. In 1993 and 2003 he was even accused of several sexual assaults upon young boys. However, the police stopped the investigation due to a lack of evidence. The public was outraged when they heard about a 13-year-old boy who had accused Michael of sexual abuse. Fortunately for his career, he managed to settle out of court and paid the boy's family more than 15 million dollars. However, this wasn't the only case when he handled it this way. A lot of his money was spent on court settlements. Jackson cared deeply for those

in need and raised millions of dollars to support charities. In 1985, Jackson and Lionel Richie wrote one of the fastest-selling singles ever made "*We Are the World*" in order to raise money and awareness for the famine in East Africa.

Jackson married Lisa Marie Presley, the daughter of Elvis Presley, in 1994. Less than two years later they divorced. His next wife was Deborah Jeanne Rowe, a dermatology nurse. Even this marriage wasn't successful and ended in divorce. He fathered with her two children who brought new hope to his life, a son, Michael Joseph Jackson Jr., known as "Prince" and a daughter, Paris Michael Katherine Jackson. Jackson's third child, Prince Michael Jackson II Blanket, was born to an unidentified surrogate mother in 2002. The paternity of his children has been heavily debated in the public.

On June 25, 2009, Jackson was found not breathing in his rented mansion in Beverly Hills. After 911 was called at 12:22 in the afternoon, resuscitation efforts were started. He was noted to have been in cardiac arrest by the rescue team. All attempts at resuscitating Jackson were unsuccessful and he was pronounced dead at around 2:26 that afternoon. A public memorial service for Michael Jackson took place at the Staples Center, where two days before his death he had been in dress rehearsals preparing for one of his greatest comebacks. Michael Jackson wanted nothing more than to give love to the world through his music. He loved everything and everybody, particularly his fans. Even though he died, he will live forever.

3. ALL IN ONE (DVD/POCUVANIE_TESTY/TRACK 03)

Shop assistant: Good afternoon, Blueberry & Son Copy Centre. Can I help you?
Customer: Good afternoon. Sorry to bother you, this is Mr. Smith, John Smith. I'd like to talk to the department manager, Mr. Nicolas.

Shop assistant: I'm sorry, he's not available at the moment. He's just left his office.
Customer: When can I reach him then?

Shop assistant: Er... I'm afraid he's not coming back today. Would you like to leave a message?
Customer: Well, I'd rather talk to him. It's quite urgent.

Shop assistant: Maybe I can help you. What's the matter?
Customer: Er... I bought an HP All-in-One 5300 in your shop three months ago.

Shop assistant: And what seems to be the problem?
Customer: There's something wrong with the printer, and copier too. You know, I've read the manual more than once to be sure I'm operating it properly. But I still don't know how to fix it. That's why I'm calling.

Shop assistant: Oh, dear. I'm sorry about that. Can you explain what the exact problem is?
Customer: The scanner is just fine, but the copier and printer don't work. When I copy, the scanner works, but no paper is fed in. I've done a partial reset already, but no change. When I try to copy a test page with the printer buttons, the light starts blinking and nothing else happens. When I try to print the test page with the HP management program, it says the printer is already printing. What should I do?

Shop assistant: Um, I understand. So, the first thing you should do is to clean the upper part of the scanner glass with a soft cotton cloth and ensure there are no visible marks on it. If the printer power cable is connected to a surge protector, connect it directly to the wall socket and then perform a power cycle. First, check that the unit is switched on. Unplug the all-in-one from the power socket and disconnect the connection port, then wait for about 30 seconds an then plug in the power cable only. Repeat this three or four times. On the third time after plugging the unit into the power socket, reconnect the connection port from the all-in-one to your computer. Then, you need to perform a semi-full reset. Press and hold Cancel and the left arrow key on the front panel keypad, while plugging in the power cable. Finally, set the printer as stand-alone and try copying any normal document by putting it on the scanner glass.

Customer: What about the scanner bulb? Should anything indicate it's working properly?

Shop assistant: Make sure the scanner bulb is glowing and able to move.

Customer: What if it´s neither moving nor glowing?

Shop assistant: Then, I'm afraid, the problem is connected with hardware and needs to be mended.

Customer: Aha. Thanks for helping, anyway. I'll do that right away. If the problem persists, I'll stop at your store to have it serviced, then.

Shop assistant: No problem. Good bye, Mr. Smith.

Customer: Good bye and sorry again for bothering you.

TEST 2

I. LISTENING COMPREHENSION (20 POINTS)



1. VOLCANO FASCINATION (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 04)

Listen to the interview with Beth O'Neil and John Katoe, who both work as volcanologists. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. John and Beth

A) met at the U.S. Geological Survey in 1978.
B) haven't seen each other for six years.
C) used to work together at the same place.
D) wanted to be astronauts as children.

2. Vulcano is:

A) God of fire.
B) an island.
C) biggest volcano in Indonesia.
D) a word that exists in every language.

3. Volcanic eruption

A) is caused by an earthquake.
B) is caused by the pressure of the gas.
C) is caused by high temperature.
D) is forecast exactly by electronic equipment.

4. Magma

A) is a solid substance inside the Earth.
B) gains water on its way up to the earth's surface.
C) is formed by the dissolving of hot rocks.
D) fragments thanks to high temperature.

5. Working as a volcanologist

A) doesn't carry any potential danger.
B) is as scary as coming across wild animals.
C) is like every other job according to John.
D) is considered a bit scary by Beth.

2. TIRED IN SPRING (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 05)

Listen to the text about spring tiredness. Decide whether the following statements are true, false or not stated according to the text.

1. Spring tiredness is not considered a disease by traditional medicine.
2. According to the text the spring sun is not harmful.
3. The intake of zinc is recommended.
4. Vitamins B, C, and D can also be taken as tablets.
5. For better blood circulation we should sleep in a ventilated room.

3. A CHILDHOOD DREAM COME TRUE (10 POINTS) (DVD/POCUVANIE_TESTY/TRACK 06)

Listen to the interview with Tiffany Weldon and Sheila Hudson who have made brilliant careers and fill in the missing words or phrase according to the text in the gaps provided from 1–10.

Tiffany and Sheila work as fashion designers. Tiffany was inspired mainly by her **1.** ..... **(1 word)**, a former tailor who taught her how to sew. Influenced by a TV series, Sheila made a **2.** ..... **(1 word)** with her mother. The fashion industry helped Sheila fight her **3.** ..... **(1 word)**.

Both women made a decision to study at art schools, but each of them focused on something different. Tiffany was in love with **4.** .... work **(2 words)** and Sheila started to work with **5.** ..... **(1 word)**. After graduation from college, they at first sold their own **6.** ..... **(1 word)**. Within a few years, Sheila was lucky enough to get a **7.** .... **(2 words)** and Tiffany accepted a job opportunity to work for a **8.** .... **(2 words)**. They both love their jobs.

To achieve success in the fashion business one needs to be pretty **9.** ..... **(1 word)** and persistent. For making clothes it's also useful to have some drawing and painting skills and **10.** .... **(2 words)**.

II. LANGUAGE IN USE (40 points)

1. DRINKING WATER (10 POINTS)

Read the text below. Use the word given in capitals to form a word that fits in the space. There is an example at the beginning.

Example: **0. fundamental**

Water is a **0.** ..... **(FUNDAMENT)** part of life. It is one of the most **1.** ..... **(SIGNIFICANCE)** constituents of the human organism. Therefore it is **2.** ..... **(ADVICE)** to start each day with a glass of water, **3.** ..... **(SPECIAL)** if you suffer from digestive disorders. **4.** ..... **(REGARD)** of the season, we should drink water 365 days a year. It's necessary to drink at **5.** ..... **(LITTLE)** two litres everyday. Drinks rich in sugar are not recommended for **6.** ..... **(DAY)** consumption. Mineral water, tea or **7.** ..... **(FRESH)** squeezed fruit juice should be drunk instead. Low liquid **8.** ..... **(TAKE)** causes many problems, such as migraine, a lack of **9.** ..... **(CONCENTRATE)** or irritation. Lack of water can contribute to **10.** ..... **(SUFFICIENCY)** skin hydration as well.

2. HAITI – A SEVERELY TESTED COUNTRY (20 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer. There is an example at the beginning.

Example: **0. A the**

Haiti, **0.** ..... poorest country in the western hemisphere, suffered several hurricanes and storms in 2008 that killed **1.** ..... of people. Even the earthquakes in this country are considered **2.** ..... unimaginable catastrophes.

On January 15th, 2010, a massive earthquake of a magnitude of 7.3 on the Richter scale **3.** ..... about 10 miles south-west of Port-au-Prince. A few minutes **4.** ..... two strong aftershocks of 5.9 and 5.5 magnitude followed. The **5.** ..... of the devastation was horrible, and there were thousands of casualties **6.** ..... in the ruins with hardly **7.** ..... chance to survive. The Red Cross said up to three million people **8.** ..... .

One of the eye witnesses describes the disaster as **9.** ..... . "I was just on the way to my hotel room when the **10.** ..... began to shake. I was bouncing across the floor. **11.** ..... I could hear was a tremendous noise, people crying everywhere. The sky **12.** ..... grey,

and you weren't able to see **13.** ..... ; there was nowhere to escape. I **14.** ..... didn't know what to do. The only thing that was left was to pray."

The earthquake **15.** ..... the collapse of the Presidential Palace, the offices of the United Nations, several ministries, a number of schools, hospitals and other buildings. Phone lines to the country failed shortly **16.** ..... . Panic ruled the city. There were thousands of corpses and injured people **17.** ..... in the streets. There was nobody to help them; people had to rely either on themselves or their relatives' help. "Hospitals couldn't **18.** ..... with all the injured," explains one Haitian doctor and former MP. "People had to pray. Actually, we all prayed." Nevertheless, the desperation and hunger led to **19.** ..... from the shops destroyed in the tremor. The police were **20.** ..... to keep law and order.

0.	A) ~~the~~	B) a	C) –	D) some
1.	A) hundred	B) hundreds	C) a hundred	D) some hundred
2.	A) for	B) –	C) like	D) as
3.	A) shot	B) stroke	C) banged	D) struck
4.	A) later	B) lately	C) after	D) latest
5.	A) extent	B) volume	C) amount	D) range
6.	A) caught	B) trapped	C) hidden	D) left
7.	A) –	B) a	C) no	D) any
8.	A) had been affected	B) were affected	C) have been affected	D) are affected
9.	A) follows	B) followed	C) following	D) it follows
10.	A) ground	B) grounds	C) soil	D) land
11.	A) Everything	B) All	C) Something	D) Anything
12.	A) coloured	B) got	C) changed	D) turned
13.	A) something	B) nothing	C) anything	D) everything
14.	A) myself	B) alone	C) personally	D) by myself
15.	A) affected	B) caused	C) made	D) let
16.	A) then	B) next	C) afterwards	D) after
17.	A) lying	B) laying	C) dying	D) covering
18.	A) handle	B) master	C) cope	D) manage
19.	A) robbing	B) stealing	C) pickpocketing	D) mugging
20.	A) able	B) unable	C) disabled	D) enabled

3. ADAM'S BIRTHDAY PARTY (10 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form. There is an example at the beginning.

Example: **0. is speaking**

David: Hello?

Charles: Hello, David. Charles **0.** ..... **(speak)**.

David: Charles? Charles who?

Charles: It´s Charles Goldman.

David: Oh, Charlie. How have you been? I **1.** ..... **(hear)** from you for a long time.

Charles: Fine, thanks. How are the things with you and Rachel?

David: Everything is fine. We **2.** ..... **(have, just)** Adam´s birthday party. He is eight today.

Charles: Oh, I´m sorry to interrupt you.

David: No, no, no. No problem. **3.** ..... **(do, you)** anything special at the moment?

Charles: Well, not really. Just finishing some work for tomorrow.

David: So, why don´t you come over?

Charles: David, I´d love to but I´ve got an appointment at 5 pm. Listen, I **4.** ..... **(call, just)** to ask if you, Rachel and Adam are doing anything next Friday. I **5.** ..... **(open)** my new exhibition and I **6.** ..... **(wonder)** if you´d like to come.

David: Charles, that sounds really great! That would be lovely. When is it exactly?

Charles: Next week on Friday. In the Town Gallery.

David: Wait a minute. What time **7.** ..... **(say, you)**?

Charles: 5 p.m.

David: Oh, I´m very sorry. It´s Adam´s concert at that time. It **8.** ..... **(finish)** by 7 pm.

Charles: No, problem. Just come when the concert finishes.

David: Fabulous! Deal.

Charles: You can´t imagine how much I´m looking forward to **9.** ..... **(see)** you. I´ll let you get back to the party now. I **10.** ..... **(call)** you back if there´s any change.

David: Okay. By the way, congratulations!

Charles: Thanks. Happy birthday to Adam. Say hello to your family.

David: Yeah, sure. Thanks. See you!

Charles: See you!

III. READING COMPREHENSION (20 POINTS)

1. ICE CREAM (6 POINTS)

Read the article about ice cream and fill in the sentences with the missing words in the space provided.

1. Ice cream used to be eaten only by the ..... . (**1 word**)
2. .... is the ancestor of ice cream. (**2 words**)
3. Ice cream contains a lot of ..... . (**1 word**)
4. Ice cream keeps its creamy consistency thanks to .... (**3 words**)
5. Ice cream cones, invented in 1904 in St. Louis, replaced ..... . (**1 word**)
6. .... were first used to make cones. (**2 words**)

Can you imagine life without it? Despite coming into existence before the birth of Christ, it's still popular. Who could resist this tasty cold delicacy? It has been produced for several centuries. Once considered the food of the rich, today not only children, but also pensioners eat it. Chocolate flavour used to be number one. However, ice cream makers compete these days in creating hundreds of unusual flavours. What´s important is its delicious taste.

The origin of ice cream dates back to 200 years BC, in China. At that time soft milk rice mixture was prepared and then covered in snow to harden. It is considered to be the predecessor of today's ice cream. The preparation of ice cream in the past was different. Roman dictators used to send their slaves to mountains for fresh snow, which they tasted and served as a dessert during festive revelry. The first written mention of ice cream on Italian soil appeared in 1599, when ice and salt were discovered to be the unique mixture to cool and solidify foodstuff.

Making ice cream may seem not difficult at all – just mix sugar, milk, fat, nuts, chocolate or fruit, add aromatic ingredients, let it freeze and the ice cream is ready. But the opposite is true. An essential part of the production process is microbial filtered air, which is whipped into the mixture and makes it creamy even after freezing. With no air it would be just an ordinary piece of ice. Stabilisers and emulsifiers are essential ingredients too. Apart from the original milk-based varieties of ice cream, there are kinds for vegans, without milk, and even people who suffer from diabetes can enjoy the taste, as there are low-calorie ice creams.

Ice cream is different from other desserts because it doesn't only contain sugar and empty calories, but also milk and sometimes fruit juice, which increase its nutritional value due to the proteins, carbohydrates, fats, minerals substances and vitamins. The tastiest ice cream is made from fresh fruit. Another fact is that ice cream is made up of quite a large amount of water, which means that the energy value of one scoop is rather low. Of course, it depends on the recipe.

In the thirties, ice cream was only served in bowls. When the bowls ran out, it was necessary to make up something new in which the ice cream could be served. And

in 1904 in St. Louis, the ice cream cone appeared thanks to Syrian immigrant Ernest Hamwi, who made and sold cakes. Next to his kiosk ice cream was being sold and on one occasion the seller ran out of bowls. Then, Hamwi had a brilliant idea. He rolled cake waffles into the shape of a cone, let them cool and offered them to his neighbour. His idea immediately caught on and is now used in confectioners and ice cream kiosks all over the world.

2. FLOODS (7 POINTS)

Read the article about floods and put the removed sentences in their correct places in the text. There are two extra sentences.

Floods, great volumes of water overflowing onto land, are among the most common natural disasters. They happen when continuous heavy rain cannot be absorbed by the soil. **1.** ..... Moving water is extremely dangerous and has a destructive power that sweeps away everything in its path. When water levels rise slowly, inhabitants have enough time to be evacuated, and they can build barriers to keep the water out of their houses and in this way protect their own property. **2.** ..... Houses and buildings collapse, and trees and cars are carried off.

Experts distinguish different types of floods. A *flash flood* is a quick and sudden flood caused by storms when too much water falls and towns, cities and villages get submerged in a short period. Flash floods may occur in the mountains too, where the water is able to move at very high speed down the slopes. Moreover, low lying areas may also find themselves under unexpected water too.

The most frequent are *river floods* and are caused by rain water or rapid snow or ice melting. **3.** ..... People's houses are washed away, animals are drowned, and crops are destroyed. *Coastal floods* happen when strong winds blow huge waves onto the sea shore. The majority of these floods are produced by large storms, hurricanes or even by tsunami waves. **4.** .....

Humans may also cause floods when artificial water structures fail. It is likely to happen when dams are not built well enough to withstand the powerful force of water. **5.** .....

According to the probability of a flood's occurrence in a given time, experts have classified the hundred-year flood. It is expected to occur once in a century.

Nevertheless, floods are extremely destructive, and due to climate change they have been more frequent in the world of late.

Not only flooding can be a catastrophe. **6.** ..... People may suffer from a lack of electricity for a certain time. Houses and buildings need to be cleaned and dried, if not pulled down. Moreover, town or village residents may be without clean drinking water because it is contaminated by pesticides, sewage, fuel or other harmful substances. **7.** ..... Finally, waterborne diseases can break out.

A) It can contribute to other problems.

B) Streams and rivers cannot carry so much water and consequently they burst their banks.

C) It killed about 140 people.

D) Most floods take hours to develop, some need days, but some might come suddenly without any warning.

E) Then, they break and water overflows into the nearby area.

F) Thanks to more accurate flood prediction, the risk is minimised.

G) The quality of the soil is affected as well.

H) But when the water rises too fast, people are trapped by water which destroys almost everything.

I) It can have deadly consequences, especially for people living close to the sea.

3. CAFÉS IN VIENNA (7 POINTS)

Read the text about different cafés in Vienna. Find the answers to the questions in paragraphs A–D.

1. Royal family members visited this café.

2. The building wasn't previously used as a café.

3. The owner of the café looks after your comfort.

4. You won't find any male waiters to take your order.

5. The café was closed because of the Second World War.

6. You can choose from a wide variety of breakfast menus.

7. The café's building has preserved its original look.

A CAFÉ CENTRAL

It is situated in a building originally used as a bank and stock exchange. The young architect Henrich von Ferstl built this palace after returning from an inspiring journey around Italy. The café was opened in 1860 and as early as the end of the 19th century it became a meeting-place of Viennese intellectuals, writers and journalists. In 1913, Sigmund Freund, Lenin and Hitler were the café's patrons. After the end of the Second World War the café was closed for almost forty years. Following demand for its reconstruction, it was reopened again in 1982 in the courtyard of the Ferstl Palace. Today it is located in its original place, and it has kept its character of the neo-renaissance style known for high pillars.

Apart from coffee, you can enjoy one of five breakfast menus or very tasty homemade desserts. The café's speciality is coffee with apricot liquor served with whipped cream.

B CAFÉ SACHER

If you would like not only coffee but also a typical Austrian cake, do not hesitate to visit this place. It is situated between the State Opera Building and the well-known shopping street Kärtner Strasse. The hotel with its café has been visited by many important personalities, such as the Queen Elizabeth II, Prince of Monaco and his wife, and J.F. Kennedy. It was founded in 1876 by Eduard Sacher, the son of the most famous creator of unique Austrian delicacies, Franz Sacher. He created a recipe of a unique chocolate cake, which is still kept secret, with a thin layer of marmalade jam and covered in chocolate icing. Yearly, around 360,000 pieces are made and then packed in a wooden box wrapped in a special gift paper with the Biedermeier motif and golden corners. Apart from ordering Sacher cake, which is taken for granted, and served with unsweetened whipped cream, you are welcome to order coffee or tea.

C CAFÉ HAWELKA

If you want to go back in time about seventy years, you must come and visit this place. It is in a side lane not far from St. Stephen's Cathedral. It was opened by the married couple of Leopold and Josephine Hawelka in 1939. When the Second World War broke out, Leopold had to join the army and his wife was forced to close it down. In 1945, it was reopened and it turned very quickly into a famous haven for Viennese artists, writers and journalists. Apart from famous Viennese celebrities like Hans Weigl, Ernst Fuch and Friedrich Hundertwasser, there were some world-famous people, for example Andy Warhol and Arthur Miller, who were regular guests. The walls of the café are decorated with modern posters inviting visitors to the exhibitions and concerts of the great and very popular artists, who often visited the café. Today, there are three generations of Hawelka working there. The founder, aged 99, usually welcomes guests himself and ensures that everybody has a place to sit. The speciality of the house is a baked dessert with marmalade filling. It is prepared every day from 10 am and its smell spreads all around the café.

D CAFÉ DEMEL

In 1786 Ludwig Dehme, a pastry assistant, came to Vienna from Wűrttemberg and initially began to sell frozen goods and later marmalade doughnuts and other sweets.

Seventy years later, his son sold the shop to his first assistant Christopher Demel. Then, the history of both café and confectionery began. The legendary Sacher cake was improved by Edward Sacher during his apprenticeship at the court of the courteous confectioner Demel. What's interesting is that you are served only by extremely deferential women. You also have the chance to watch bakers and confectioners revealing their secrets while preparing your favourite cakes. In the shop you find nicely-packaged cakes and other sweets, and they can even prepare a marvellous wedding cake, if you order it well in advance. If your journey does not include Vienna, do not worry and order it online. For early-risers there is a rich offer of breakfast menus, and you can also try home-made cakes and ice cream made of exclusively natural ingredients with a bit of whipped cream.

IV. WRITING (20 POINTS)

You had a dinner in a high-class restaurant recently and you were disappointed by the service and the food. Write a letter of complaint to the manager of the restaurant. In your letter, include:

- the reason why you went to the restaurant,
- what went wrong,
- a complaint about the service and the food,
- a request for compensation for the spoilt evening.

Your text should contain 200–220 words. You will be given points for content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

TEST 2: TOTAL: ..... /100 POINTS

KEY – TEST 2

I. LISTENING COMPREHENSION

1. Volcano Fascination

1. C, 2. B, 3. B, 4. C, 5. C

2. Tired in Spring

1. true, 2. false, 3. true, 4. not stated, 5. false

3. A Childhood Dream Come True

1. father, 2. sunbonnet, 3. shyness, 4. surface design, 5. illustration, 6. designs, 7. corporate job, 8. fashion magazine/Vogue magazine, 9. stubborn, 10. technical knowledge

II. LANGUAGE IN USE

1. Drinking Water

1. significant, 2. advisable, 3. especially, 4. regardless, 5. least, 6. daily, 7. freshly, 8. intake, 9. concentration, 10. insufficient

2. Haiti – A Severely Tested Country

1. B, 2. B, 3. D, 4. A, 5. A, 6. B, 7. D, 8. A, 9. A, 10. A, 11. B, 12. D, 13. C, 14. A, 15. B, 16. C, 17. A, 18. D, 19. A, 20. B

3. Adam's Birthday Party

1. haven't heard, 2. are just having, 3. Are you doing, 4. am just calling, 5. am opening, 6. was wondering, 7. did you say, 8. will have finished, 9. seeing, 10. will call,

III. READING COMPREHENSION

1. Ice Cream

1. rich, 2. milk rice, 3. water, 4. microbial filtered air, 5. bowls, 6. Cake waffles

2. Floods

1. D, 2. H, 3. B, 4. I, 5. E, 6. A, 7. G *Extra sentences: C, F*

3. Cafés in Vienna

1. B Sacher, 2. A Central, 3. C Hawelka, 4. D Demel, 5. C Hawelka, 6. A Central, 7. A Central

IV. WRITING

Úradná korešpondencia – sťažnosť (Formal letter – Complaint)

Adresa odosielateľa – v Británii sa číslo budovy uvádza pred názvom ulice. Do ďalšieho riadku sa napíše mesto a do nasledujúceho 6- miestne alebo 7- miestne PSČ, ktoré začína a končí dvoma písmenami. Pod adresou je voľný riadok a pod ním dátum. Adresa a dátum sú zarovnané pod sebou na stranu alebo na stred.

212 St. John's Lane
Bristol
BS5 3AU

April 15th, 2012

Sťažnosť vždy adresuj konkrétnej osobe. Daj si tú namahu a zisti si ju. Za oslovením napíš čiarku. Iné tvary: Mr./ Ms. Surname, Dear Dr. Surname atď.

Jane Deakin
PR Manager of Wild Magnolia Restaurant
20 Malago Road
Bristol
BS3 4JR

Pod meno adresáta napíš jeho funkciu. V nasledujúcich riadkoch uveď adresu. Postupuj podľa inštrukcií uvedených pri adrese odosielateľa.

Dear Mrs. Deakin,

I am writing to inform you about the disappointment we experienced in your restaurant on April 14th.

Vysvetli, kedy a za akých okolností sa incident udial. Vyjadruj sa stručne a jasne. Udržuj priateľský tón a nevyhrážaj sa.

I had heard raving reviews of the place, and so my husband and I decided to celebrate our anniversary there. We believed this was the right place for such an important occasion. About a week earlier I called and booked a table for April 14th at 7.30pm, explaining this would be a special occasion for us. Everything seemed fine and we were looking forward to that evening.

When we arrived at about 7.20pm, our table was not ready yet. That evening it was raining very heavily and we were drenched to the skin, but there was no one to take our coats and direct us to our seats. We had to wait for another 20 minutes.

Ak bolo incidentov viac, opíš len najzávažnejšie. Nesnaž sa niekoho obviňovať. Ak máš svedkov, bolo by dobré, aby svojím podpisom potvrdili tvoje slová.

Our waiter, Paul, hardly recommended any dishes to us. Finally, we made an order and tried to enjoy the rest of the evening. However, when my husband wanted to propose a toast, Paul was unable to uncork the bottle of wine for us, pushing the cork inside the bottle instead. The suggested seafood dish was not very good. I suspect it was not fresh. The whole evening was a complete disaster because we returned home annoyed and hungry.

Na záver navrhni vhodné riešenie problému. Keďže očakávaš odpoveď, môžeš poskytnúť ďalší kontaktný údaj.

We would appreciate if you could talk to your employees about good manners because your customers certainly expect much better service and food. I enclose a copy of the bill and expect you to reimburse us for such a negative experience in your restaurant.

Yours sincerely,

Anna Green

Anna Green

Ak žiadaš o refundáciu, prilož ku sťažnosti FOTOKÓPIU účtu. Na túto skutočnosť upozorni na záver listu.

Enclosure: copy of the bill from the Wild Magnolia Restaurant dated April 14th, 2012.

TAPESCRIPTS

1. VOLCANO FASCINATION (DVD/POCUVANIE_TESTY/TRACK 04)

Welcome to our special programme, *Extraordinary Jobs*. Today, we have in the studio Beth O'Neil and John Katoe. So, you both work as volcanologists, and, as you told me earlier, you are former colleagues. Where did you work together?

Beth: We both started our working careers with the U.S. Geological Survey in Washington, DC. I actually stayed there, but as far as I know John wanted to go to Hawaii, so he left.

John: Yes, that's true. It was 1978 when we met in DC. It was at a conference at a university, where Beth had made a presentation. But several years later, I did some research at the Hawai'i Volcanoes National Park and I became obsessed with Kilauea Volcano. So, I moved there and since then, I have been working for the Hawaiian Volcano Observatory. And I must admit I really love it there.

Beth: Actually, he left after six years. But we have been in touch. You know, we work in the same field.

That's amazing. But what our listeners and I would like to know is what made you become volcanologists. It's a rather extraordinary job.

Beth: Since childhood I'd always dreamed about being a scientist. I just felt a passion for it. In elementary school, I wanted to be an astronaut. In college, I became interested in planetary geology. When they offered lectures, I opted for the Geology of Mars, it was awesome. After a year, I was mad about volcanoes. My first projects were about volcanism on Mars. Later on, I visited Mount St. Helens. Here I experienced my first earthquakes, observed my first eruptions and I became hooked.

What about you, John, why did you get started in volcanology?

John: I also wanted to become a scientist while growing up. I did some biology courses in high school which showed me the beauty of oceanography. Nevertheless, I had to study geology when I first enrolled in college. And through geology I came into contact with volcanology. Then, I realised this is what I wanted to do. I graduated in volcanology and started working in DC, together with Beth.

Sounds interesting – like your childhood dreams came true. What do you like best about your job?

John: It's the challenges you face, every single day. This is the highlight of my work. I can't imagine doing something other than this.

Beth: The best thing is that you can work outside, in beautiful places, and meet new people. And it's definitely thrilling – just imagine watching a volcano waking from its sleep.

But let's talk volcanoes. First, where does the word come from?

Beth: This expression is very, very old. In the book by Maurice Krafft called *Volcanoes: Fire from the Earth*, he writes about Vulcan, the god of fire. The Romans believed in him.

John: And they also believed he lived inside the earth beneath the island of Marettimo. The island is called *Vulcano* now and the word refers to any active volcano in the world. But, of course, not every language uses the word *volcano*. Different languages use different words.

Is it possible to say which country has the most volcanoes?

Beth: As far as I'm concerned, Indonesia has the most volcanoes. What do you think, John?
John: You're right, Beth. I couldn't say the exact number, but Indonesia is quite an unusual place because you would come across a volcano no matter which direction you took.

Are there volcanoes in the ocean? Are they different from the usual volcanoes we know?
John: Of course, I would say there are 10,000 ocean volcanoes. However, we can't see them – they are hidden in the ocean. And they are very different from the volcanoes on land. Higher water pressure can make an underwater volcano erupt. For example, *Surtsey*, a volcano off the southern coast of Iceland, turned into an island after its eruption.

What causes a volcano to erupt?
Beth: We think eruptions are caused mainly by the high pressure and the gases in the ground. When the upper mantle of the Earth melts, magma, a hot liquid, is formed and then makes its way up through the Earth's crust due to the pressure of the gas being dissolved in it.
John: But we're not sure whether it's exactly like this. There are other explanations. For example, another theory says it's connected with the solubility of gases, which depends on the pressure. The higher the pressure, the higher the solubility. When magma moves closer to the Earth's crust, the solubility of the water declines and it separates from magma. A higher proportion of the gases causes magma fragmentation into pyroclasts and the volcano finally erupts.

What do you mean by the pyroclasts?
Beth: They are small fragments, partially solid and partially melted.

How is magma formed?
John: Well, the rocks which are deep inside the Earth reach a high temperature. When they melt, magma is formed. And since a lot of energy is required for melting, only some of them do melt.

Are all volcanoes like mountains?
Beth: Some volcanoes do resemble mountains, but they are different from regular mountains. A volcano's mountain-like shape is caused by the accumulation of its eruptive product. Some, even the important ones, are not mountains at all. Large volcanic activity makes the ground sink and the volcanoes are more or less like deep lakes.

How can you predict a volcanic eruption?
Beth: We have ground networks and weather satellites which can contribute to the detection of an eruption. Normally, volcanoes that are about to erupt are accompanied by unusual earthquakes, and different gases, for example, sulphur dioxide, may be emitted as well. Some volcanoes even change shape.
John: But anyway, in spite of all these warnings, I find it quite unlikely that the science of volcanology will progress so much that we will be able to predict exactly when an eruption starts, ends, etc. I think, the number of volcanoes that are being monitored will increase and the potential danger caused by eruptions will decrease in the future.

And one last question. Have you ever been scared working on a volcano?
Beth: Frankly speaking, I was afraid once. We had to measure the depth of a hole after one eruption. I was supposed to approach the crater up to the edge, very closely, and then walk up the edge of the hole. My legs were like jelly and I wasn't able to do it.

John: A volcano itself never made me scared. I don't think of the potential risk, I'm just trying to do my work as everybody else does. But I've experienced some encounters with bears, a grizzly too. That made me more scared than a volcano, but luckily I managed to escape.

2. TIRED IN SPRING (DVD/POCUVANIE_TESTY/TRACK 05)

Do you complain about a lack of energy? Do you feel like spending all day in bed doing nothing? Feeling like this for a short time is alright, but if it lasts for several days, you probably face spring tiredness.

Although traditional medicine doesn't acknowledge such a diagnosis, we should neither underestimate, nor overestimate it. What's necessary is that we know how to fight it. Feelings of tiredness, even exhaustion, during spring are justified after a long winter, lack of sun and eating food poorer in vitamins. It is the most important time to do something about it. Spring is among the most pleasant times of the year and it would be a sin not to enjoy it to the fullest.

Start fitting short morning walks into your daily schedule. The best is to walk in the woods or park. It's proven that being in the fresh air in the countryside stimulates feeling of peace and harmony because oxygen helps your body get rid of stress. Spring sun is like a balsam for the soul that provides us with the important vitamin D. But be careful! Although the sun isn't very strong during this season, we should be aware of its intensity. Usage of high-protection suntan lotion is advisable.

Any kind of movement that increases blood circulation is suitable. A brisk walk is ideal regardless of age because endorphins are released into the body. They stimulate good mood and decrease the risk of some diseases. Regular movement is the best way to lose the excess weight resulting from Christmas overindulgence. For example, using the stairs is quite beneficial.

Spring tiredness can be managed by adapting our diet. It should consist of fresh fruit and vegetables, since they are easily digested and rich in vitamins. Particularly important is vitamin C, which protects us from different viruses. A tired body also appreciates vitamin B, mainly in vegetables. We shouldn't forget minerals, especially magnesium and zinc, which can be taken as tablets as well. Magnesium helps us fight stress and zinc improves our immune system. Drinking is also vital. Recommended is herbal tea or tap water. From time to time we can drink fruit or vegetable juice. People suffering from hypertension should only drink mineral water with a reasonable amount of sodium. A tired body can rest best while sleeping. Sufficient sleep at a regular time in a freshly ventilated room is necessary.

3. A CHILDHOOD DREAM COME TRUE (DVD/POCUVANIE_TESTY/TRACK 06)

Interviewer: What inspired you, Tiffany, to get into fashion design?

Tiffany: My dad, who's just retired, used to be a tailor. When I was quite young, he would teach me how to sew. In high school, I started making my own clothes. I just added something to the clothes I bought because I never liked them the way they looked. I made quite a lot of jewellery too. So, after high school it was clear to me what to do next.

Interviewer: And what about you, Sheila, how did you get started in the fashion business?

Sheila: It started when I was really young. I was inspired by the series *Little House on the Prairie* and I fell in love with the programme the first time I saw it. My mother and

I made a sunbonnet together, which was actually my first clothing item. Then, I tried making all different kinds of clothes for my dolls myself. They were so nice that I started selling them. And moreover, I have always been very shy and the fashion industry helped me overcome my shyness. People simply talk to me.

Interviewer: What or where did you study?

Tiffany: I studied at the College of Art in California. During my studies, I realised I could make my own fabrics and eventually make clothes out of them. I fell in love, especially with surface design work. I tried silk-screening, hand-painting on fabrics, etc. and I really enjoyed it.

Sheila: As I was about to decide on a college, my parents made me apply for some very competitive ones. First I tried our local college, which had a pretty good art programme, but later, at the end of my freshman year I switched to the Art Institute of California, in San Diego, where I began with illustration. This school also offered me a very challenging two-year programme in Paris. I could hardly imagine a better place for me to do an apprenticeship. So, eventually I was proved lucky to have made this decision.

Interviewer: What happened after you finished college?

Sheila: I lived in Italy for 10 years and worked as a freelance designer. I sewed for several boutiques, sold a couple of my own designs. But I realised, after meeting Bob Fisherman, who eventually became my mentor, that unless I have American corporate credentials as a designer, nobody's going to take me seriously. After 3 years of hard work, I managed, of course with Bob's help, to get a corporate job. Then, I started working with different companies that concentrated on doing private labels.

Tiffany: After graduating from the College of Art in California, I had a pretty tough time breaking into the fashion industry, but I didn't give up. I started selling my own fabric designs. I made enough money to get by, but still it wasn't exactly the way I wanted it. But all of a sudden, I was offered a job with *Vogue* magazine, where I'm still working as the manager of the fashion designer department. I've realised it is very important to be in the right place at the right time, and that goes double for the fashion industry.

Interviewer: What do you enjoy most about your job?

Tiffany: I really enjoy dressing people. I love the feeling when someone feels better just because of what I do. Once, one overweight lady said that my clothes allowed her to go out in the world. That's the biggest satisfaction for me.

Sheila: More or less it's for the same reason Tiffany has already mentioned. I also enjoy creating outfits. But what I especially love is working with colours, which really drive me crazy.

Interviewer: What do people need to be able to succeed in the fashion business?

Sheila: You have to be very stubborn. I myself set my mind on getting into the fashion industry, I persisted, and after 3 years I got this job. But persistence isn't important only in fashion, it's a life lesson as well. And having vision and passion leads to excellence.

Tiffany: If you want to become a successful fashion designer, it's important to be skilful in drawing and designing fabrics. Having some technical knowledge, which is involved in designing clothes, is also beneficial.

TEST 3

I. LISTENING COMPREHENSION (20 POINTS)



1. BEING A ZOOKEEPER (6 POINTS) (DVD/POCUVANIE_TESTY/TRACK 07)

Listen to the interview with David, a zookeeper. For the following statements 1–6 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. **David became a zookeeper because**
   A) London Zoo offered him a job there.
   B) he didn't like his previous job.
   C) he has been keen on animals all his life.
   D) his parents wanted him to do this job.

2. **To become a zookeeper**
   A) you have to volunteer at London Zoo.
   B) you need special qualifications and training.
   C) you need an animal background.
   D) you need luck to be taken on as a permanent zookeeper.

3. **Zookeepers**
   A) are used to working with certain animals.
   B) can pick the animals they want to work with.
   C) must be prepared to work with different kinds of animals.
   D) usually don't know which animals they are going to work with.

4. **David's average day**
   A) involves a variety of duties.
   B) brings a lot of administrative work.
   C) is about cleaning.
   D) starts with the review of the previous day.

5. **Work at the zoo**
   A) doesn't require a good level of fitness.
   B) provides special training on safety rules at the zoo.
   C) isn't suitable for money-makers.
   D) is attractive because of the holidays.

6. **David**
   A) doesn't think of potential injuries at work.
   B) is going to work as a zookeeper for a long time.
   C) doesn't show feelings for the animals he works with.
   D) was once injured by an animal.

2. OBESITY AND CHILDREN (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 08)

Listen to the text about children's obesity. Decide whether the following statements are true, false or not stated according to the text.

1. Wrong choice of leisure activities may have a negative impact on life expectancy.
2. Sleeping in one's free time increases the risk of obesity by five times.
3. Children must give up eating sugar.
4. Diabetes is the most common disease.
5. Obesity doesn't influence child's mental development.

3. IN A TRAVEL AGENCY (9 POINTS) (DVD/POCUVANIE_TESTY/TRACK 09)

Listen to the dialogue between a customer and a travel agent and fill in the missing words or phrase according to the text in the gaps provided from 1–9.

The customer would like to book a **1.** .... (**2 words**), something which he has never been on before. The travel agent suggests several options from which **2.** .... (**2 words**) are the best. In spite of not being able to choose at first, the customer finally decides for **3.** .... (**3 words**) but, unfortunately, no vacancy is available in **4.** ..... (**1 word**). Because of a **5.** .... (**2 words**) the customer is not free until the end of August. He finally books a **6.** ..... (**1 word**) stay. **7.** ..... (**1 word**) must be paid extra. The **8.** ..... (**1 word**) is 100 euros. It can be paid only **9.** .... (**2 words**)

II. LANGUAGE IN USE (40 POINTS)

1. NITRA – THE SLAV´S CRADLE (10 POINTS)

Read the text below. Use the word given in capitals to form a word that fits in the space.

Example: **0. surroundings**

There are not so many towns in Slovakia with beautiful **0.** ..... (**SURROUND**) and such an ideal **1.** ..... (**LOCATE**) as Nitra. Its history is connected with the names of two Byzantine **2.** ..... (**MISSION**) St. Cyril and Methodius and with the **3.** .....

(**INTRODUCE**) of the old Slavonic alphabet. The beginnings of its **4.** ..... (**SETTLE**) go back to the earliest time.

This territory was **5.** ..... (**DENSITY**) populated about 30,000 years ago. It is claimed that the first Slavs arrived here near the end of the 5th century. As early as the first half of the 7th century, some **6.** ..... (**WEST**) sources mention Samo's Empire, the predecessor of the Great Moravian Empire, a state **7.** ..... (**FORM**) of Slavs. During the time of the Great Moravian Empire, the **8.** ..... (**FOUND**) of ancient Christian Nitra were laid. It used to be the **9.** ..... (**RESIDE**) of Prince Pribina under whose rule Nitra became not only a military and **10.** ..... (**ECONOMY**) centre but a political centre as well.

2. LESS MONEY FOR WOMEN (15 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer.

Example: **0. A get by**

Do you earn enough to **0.** ..... , or are you underpaid just because you're a woman? **1.** ..... show that in Slovakia the income gap **2.** ..... men and women is about 20 per cent. And the difference has begun to **3.** ..... again. It often occurs even when they work in the same **4.** ..... . For example, the average difference in **5.** ..... men and women is 18 per cent in the European Union. Slovakia is in 10th place **6.** ..... the Union. In the Czech Republic the income difference is more than 26 per cent and the difference in Estonia is more than 30 per cent. Women are more likely to **7.** ..... less money for the same work done by men. The directors or owners of companies prefer to take **8.** ..... men simply because they can't get pregnant and they normally don´t stay on maternity leave. There are only few women who would **9.** ..... their employer because they are afraid of **10.** ..... their jobs. So they continue working for less than their male **11.** .....

Brussels is going to act; antidiscrimination law **12.** ..... have not been excluded and the committee wants to start a campaign **13.** ..... equality between men and women. In Luxemburg some women have already launched a law **14.** ..... against the companies who employ them. And what about Slovakia? Is there **15.** ..... that can be done about this?

0.	A) ~~get by~~	B) get over	C) get through	D) get away
1.	A) Agencies	B) Statistics	C) Studies	D) Institutions
2.	A) among	B) of	C) between	D) from
3.	A) raise	B) accumulate	C) grow up	D) rise
4.	A) positions	B) workplace	C) jobs	D) work
5.	A) reciprocating	B) repaying	C) rewarding	D) earning
6.	A) within	B) inside	C) of	D) including
7.	A) admit	B) accept	C) expect	D) adopt
8.	A) on	B) in	C) over	D) for
9.	A) sue	B) accuse of	C) guilt	D) blame for
10.	A) missing	B) leaving	C) losing	D) giving up
11.	A) mates	B) companions	C) fellows	D) counterparts
12.	A) restrictions	B) measures	C) measurements	D) rules
13.	A) pushing	B) promoting	C) advertising	D) encouraging
14.	A) incident	B) event	C) case	D) instance
15.	A) anything	B) something	C) nothing	D) everything

3. INFORMAL LETTER (15 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form. There is an example at the beginning.

Example: **0. am**

Dear Terry,

I **0.** ..... (**be**) truly sorry for **1.** ..... (**write/not**) for a long time but since we **2.** ..... (**arrive**) here at the conference in London I **3.** ..... (**be**) busy.

My colleague Anna and I **4.** ..... (**feel**) a bit sick during our flight. You know I **5.** ..... (**fly/never**) before, so I didn't know what **6.** ..... (**expect**). And later after 7. ..... (**take off**) with a delay of almost half an hour I, **8.** ..... (**begin**) to worry. Anna and I **9.** ..... (**offer**) some calm-down pills by the cabin crew. Later on the way to London, we **10.** ..... (**talk**) about you. Anna admitted she **11.** ..... (**know**) you from her previous job. It was a great surprise to me. Terry, how are you? What **12.** ..... (**you/do**) now? I'm sure you **13.** ..... (**enjoy**) your holiday

in Spain next week. You **14.** ..... (**get**) enough sunshine according to the weather forecast. I'm looking forward to **15.** ..... (**hear**) from you soon.

Take care,

Ken.

III. READING COMPREHENSION (20 POINTS)

1. DON'T WORRY, BE HAPPY (14 POINTS)

A) Read the article about stress and match the headings with the correct paragraph.

1. ACTIVATORS
2. NOT A BIG DEAL
3. RESPONSE TO STRESS
4. AWARENESS
5. BENEFITS
6. REASONS FOR STRESS
7. BACKGROUND

B) Read the article about stress again and fill in the sentences with missing words in the space provided.

1. Stress can eventually reduce people's ..... **(1 word).**
2. Fatal consequences can result from .... **(2 words).**
3. Stress is usually felt like ..... **(1 word)**
4. Modern technology is also ..... **(1 word).**
5. .... **(2 words)** like laughter or helping someone might help you get rid of stress.
6. The most serious problem is when all the stressors ..... **(1 word).**
7. Life without stress is ..... **(1 word).**

A Stress goes hand in hand with work commitments, but apart from this people have to manage other duties at home, such as cooking, cleaning, and taking care of children and pets. Even a hungry dog which hasn't been out all day can give you grey hairs. Modern technology on the one hand makes our lives easier, on the other hand it's stressful. We are becoming communicatively overloaded; we have to deal with hundreds of things, keep deadlines, etc. There are many reasons why we think we have to keep up with it all. The main one is our fight for existence. We live with this feeling, or

rather, we fly through life thinking this is best. We may become happy, but definitely not healthy.

B Physical symptoms of stress are rapid heartbeat, muscle tension, dry mouth, faster breathing, and dilated pupils. Blushing, sweating, shivering, headache, palpitations, loss of appetite or excessive appetite for food, and nail-biting are among other symptoms. People may be tired, easily irritated, or scared. Some cry, and some suffer from insomnia. Stress causes aggression, restricted communication and finally leads to worse performance at work or at school. This is the reaction of our body to excessive and long-term stress.

C Stress can be positive and motivating too. Although it is a defensive bodily response by chemical and physiological manifestations when one feels threatened or expects risk, stress can have positive consequences. In this case, performance and creativity improve. Some people can't live without stress if they want to perform well at work. Actors, journalists and politicians know it as people who speak in public or work creatively. Positive stress is felt like a flutter, or an expectation of something enjoyable, and no negative feelings are present. There's also one specific kind of stress deliberately invoked by a certain group of people called extreme sports freaks.

D Stressors are circumstances or impulses that trigger stress. They can include the death of a partner or parent, divorce, the loss of a job, or bankruptcy. Great job strain or changes in family, such as the birth of a child or the illness of someone close, might be stressful. Each of us has our own stressors. The biggest problem is when they combine, and then stress achieves a perfect storm. Some people just light a cigarette, but a better solution is a walk in the fresh air and then, with a clear and well-adjusted mind, to summarise all one's problems. However, not all of them can be solved immediately. Some just need to be accepted and we should learn how to live with them.

E Hans Selye, Canadian doctor, biologist and chemist of Hungarian origin, is considered to be the father of modern stress research. He's written hundreds of scientific articles and books and was nominated for the Nobel Prize. Nobody had expected that the word 'stress' would be used so frequently and there are hundreds of definitions. Originally it comes from the old French word *"estrecier"*, which means to force, or to use violence. It is derived from the Latin word *"strictus"*, which means to compress. Simply said, stress means to be exposed to certain pressure. We differentiate so called *eustres* – true stress, which enhances our health and performance, and *distress* – interfering stress. Hans Selye claimed that it's unimaginable to live without stress. However, excessive stress causes death. Stress is usually understood as anxiety; we perceive its negative side and therefore it is connected with psychical exhaustion and suffering.

F It's important to gain control over stress in order not to engulf us completely. Firstly, identify stressful situations and environments and distinguish stressors. Then, problem analysis should follow. If it is possible to solve the problem, you should try, if not you must be ready to accept the problem and live with it. However, either solution or acceptance of the problem won't happen immediately; it needs time, of course. Moreover,

it requires a lot of patience. But if you still can't handle the situation yourself, ask for professional help. That won't do any harm.

G Even simple things can help us avoid stress. Help other people or be grateful for something and your mood improves and stress is lessened. Laughter helps too. Keep smiling as often as you can. While you are laughing, your breathing is deeper and your body releases endorphins, or happiness hormones. There are hundreds of ways in which to fight stress, but it's up to you to find the right one for you. Start now. Better late than never. Then, you can protect your body against heart and blood circulation diseases, cancer, ulcers, hypertension and asthma. So one more piece of advice, don't stress. Everything comes to an end, with or without stress.

2. COFFEE, PLEASE (6 POINTS)

Read the text about coffee. Decide whether the following statements are true, false or not stated according to the text and which paragraph supports your idea.

1. Drinking too much coffee can lead to calcium reduction.
2. The risk of having a heart attack may double if you smoke too much.
3. The substance that cuts down the caffeine in our body depends on genetics.
4. Caffeine may help you with minor health problems.
5. Drinking coffee reduces the chances of getting Parkinson's disease.
6. Introverts don't drink coffee.

COFFEE, PLEASE

A Coffee is considered to be a highly stimulating drink because of its caffeine content. In the last few years some scientific researchers have been dealing not only with the effects of coffee on our organisms but also with the reason why people prefer coffee to tea or other drinks rich in caffeine. Psychologists claim that coffee is the drink of extroverts since it is drunk while relaxing or on a variety of social occasions.

B According to several studies, experts share the opinion that drinking coffee in moderation (three cups of coffee containing up to 300 mg of caffeine, per day) doesn't have a detrimental impact on our bodies. On the other hand, drinking more than six cups containing more than 500 mg of caffeine may lead to serious health damage. The effectiveness of the enzyme responsible for processing caffeine is related to genetics as well. It is as important how much we drink as how sensitive our body is to that particular amount of coffee.

C Caffeine, the main active ingredient of coffee, is one of the few substances that can promote the state of being awake and at the same time can induce sleep, but it can also prevent us from falling asleep. It has been proved that caffeine in moderation contributes to good mood, improves attention span and increases concentration. Caffeine

also suppresses toothache and headache, particularly migraine since it is an ingredient in various pain killers. People simply reach for coffee as first aid on many occasions. Unlike occasional coffee drinkers, those who are used to drinking coffee on a daily basis must have a morning cup to make their brain work normally.

D Coffee can have a deep impact on our hearts, causing primarily palpitations and irregular heartbeat. Caffeine increases blood pressure and so it's essential for people who suffer from hypertension to give up coffee. People who drink more than six cups a day are at higher risk of heart attack, and it can even double if they are heavy smokers. If you order a cup of coffee in cafés or restaurants, you should get a glass of water as well, since coffee contributes to dehydration. Drinking coffee in the recommended amount should not have harmful consequences.

E Drinking coffee is one of the rituals many women start the day with. Women with skin problems should be especially careful because long-term coffee drinking eliminates the amount of calcium in the kidneys and eventually leads to osteoporosis in older age. Prevention lies in sufficient calcium consumption especially from milk and dairy products. Women who take more caffeine than is safe can have a miscarriage. Nevertheless, one cup of coffee helps pregnant women in case of low blood pressure.

F Everything in moderation. If we keep this unwritten rule, coffee won't pose a danger to our organisms. A person who's about to drive a car after only having a five-hour sleep at night should have a morning cup of coffee of 200mg of caffeine to fight tiredness and lack of sleep because these are the reasons that cause every fifth car accident. The good news for coffee drinkers is the lesser occurrence of Parkinson's disease. The influence of caffeine on our health is still part of long-term research and hopefully new facts and information will help us decide when and how often to drink this delicious potion.

IV. WRITING (20 points)

Write a report about an international sports competition held in your school telling the readers:

- when and where the competition was held,
- what school participated,
- what disciplines were included,
- who the winner was.

Your text should contain 200–220 words. You will be given points for the content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

TEST 3: TOTAL: ..... /100 POINTS

KEY – TEST 3

I. LISTENING COMPREHENSION

1. Being a Zookeeper

1. C, 2. B, 3. C, 4. A, 5. C, 6. D

2. Obesity and Children

1. true, 2. not stated, 3. false, 4. false, 5. false

3. In a Travel Agency

1. package holiday, 2. exotic countries, 3. the Canary Islands, 4. July, 5. business trip, 6. one-week, 7. insurance, 8. deposit, 9. in cash

II. LANGUAGE IN USE

1. Nitra – The Slav's Cradle

1. location, 2. missionaries, 3. introduction, 4. settlement, 5. densely, 6. western, 7. formation, 8. foundations, 9. residence, 10. economic

2. Less Money for Women

1. B, 2. C, 3. A, 4. B, 5. C, 6. A, 7. B, 8. A, 9. A, 10. C, 11. D, 12. B, 13. B, 14. C, 15. A

3. Informal Letter

1. not writing, 2. arrived, 3. have been, 4. felt, 5. had never flown, 6. to expect, 7. taking off, 8. began, 9. were offered, 10. talked/were talking, 11. knew/had known, 12. are you doing, 13. will enjoy, 14. will get, 15. hearing

III. READING COMPREHENSION

1. Don't Worry, Be Happy

A) A. 6. (REASONS FOR STRESS), B. 3. (RESPONSE TO STRESS), C. 5. (BENEFITS), D. 1. (ACTIVATORS), E. 7. (BACKGROUND), F. 4. (AWARENESS) G. 2. (NOT A BIG DEAL)

B) 1. performance, 2. excessive stress, 3. anxiety, 4. stressful, 5. simple things, 6. combine, 7. unimaginable

2. Coffee, Please

1. true, paragraph E, 2. true, paragraph D, 3. false, paragraph B, 4. true, paragraph C, 5. true, paragraph F, 6. not stated, paragraph A

TAPESCRIPTS

1. BEING A ZOOKEPER (DVD/POCUVANIE_TESTY/TRACK 07)

Interviewer: **David, why did you become a zookeeper?**
David: Well, I came from a very different background. It had nothing to do with animals at all. I worked for several years as a financial manager. However, I first started thinking about working with animals at school. Originally, I wanted to be a vet, but then I somehow decided to do something else and ended up in the financial field. But since I´ve always had a real passion for animals, I wanted a career that would allow me to work with them, so I kept searching. And my dreams came true! By coming to London Zoo, four years ago, I could be with animals every day. I came here with no experience as a zookeeper, but I was given a great opportunity to learn a lot.

Interviewer: **What do you have to do to become a zookeeper?**
David: Well, the whole process of becoming a zookeeper takes two years in total. You start the process as a trainee zookeeper, then you do some exams, and finally you do an extensive two-year academic course. Then, you become qualified to do zoo keeping. You have to understand how animals interact with each other and their environment, how their bodies work and why, what is essential to their survival, their behaviour and much more. Moreover, during this two-year period, you work every day as a zookeeper. At the moment, I'm studying to get some extra qualifications and I really enjoy it. It's been going really well so far. But the most important thing is to show your commitment to this kind of job. Here in London, it's done by having a very structured voluntary scheme. I worked as a volunteer zookeeper for, let's say, more than a year, and it was completely unpaid. That proved that I was very dedicated to working with animals. And finally, I was lucky enough to become a permanent member of the zoo keeping staff.

Interviewer: **Can zookeepers choose which animals to work with?**
David: You can't pick which animals you want to work with. All keepers must work for the whole zoo. In the past, it was a bit complicated when zookeepers who wished to work only with certain animals were moved around different sections. You know, we´re all animal lovers and are happy to work as zookeepers here, so we don't mind looking after any animal. But nowadays, when you apply for this job, you're told almost on your first day the animals you may be working with.

Interviewer: **What is your favourite animal at the zoo?**
David: I enjoy working with all of them. It's hard to pick just one. But let me think, maybe monkeys quite appeal to me because they are so curious and playful.

Interviewer: **What´s your typical working day?**
David: I start around half past seven and do some paper work. At eight, there's a short discussion with each zookeeper about everything relating to the animals from the previous day. We run through the plan for the animals and for ourselves on the current day. Then, feeding and cleaning follow. We are practically cleaning all day long. The afternoons are less structured, we try to keep animals busy and interacting with their environment and

we encourage them to perform their natural behaviour. Generally, we make sure all of their needs are being met.

Interviewer: **Is it difficult to work at the zoo?**
David: Being a zookeeper is a very demanding job, especially physically. The hardest thing is working with very big animals which make a lot of mess. You need to be quite fit to move around the whole animal site. **Another thing that makes it hard is when an animal is sick. Since it can't tell you what the matter is, you have to look for clues to tell you what may be wrong with a particular animal. As for holidays,** we only get 24 days, and work all the bank holidays. And if you're a money-oriented person, forget working as a zookeeper. In fact, it's poorly paid. But in spite of all these downsides, it attracts people with a true passion for animals, and that's what it's all about.

Interviewer: **Is being a zookeeper dangerous?**
David: Zoo keeping can be very rewarding but dangerous as well. You must remember that at the zoo there are wild animals with basic instincts. If you make a mistake with an animal, you might get killed. The only way to avoid this is to keep strict safety rules. You must treat each animal with respect.

Interviewer: **Have you ever been injured by an animal?**
David: It's just one of the things that might happen if you do this job. Here and there you get occasional bites. Once I was bitten by a monkey, but actually it was my own mistake. It wasn´t that serious, but I was taken to hospital just in case. So, it can be pretty risky to work here.

Interviewer: **Do you get emotionally bound to the animals you work with?**
David: When you work with animals each day, it can be quite hard not to become attached to them. Nevertheless, as a professional you should avoid it as much as possible... but animals get old and die like people do, or they are moved to other zoos around the world. Then, it's sad. But that's the way it goes. You can get used to that.

Interviewer: **Does this job make you happy?**
David: **Of course, it does. There's no question about it. As long as I'm happy doing it, I will continue to work here because this job really fulfils me.**

2. OBESITY AND CHILDREN (DVD/POCUVANIE_TESTY/TRACK 08)

Interviewer: **It's known that obesity and being overweight are worldwide epidemics. It's no longer solely the domain of adults but also a problem for children as well. What's your opinion? Why is obesity, especially among children, so serious?**
Expert: Well, child obesity is a well-known risk factor for obesity in adulthood. Many health problems go hand in hand with obesity, such as arteriosclerosis, diabetes, high cholesterol and many others. It is also caused by food itself, the wrong choice of drinks, a lack of movement, and the passive watching of TV. If child obesity continues to rise, we can expect that the average life expectancy of children will be shorter than that of their parents or grandparents.

Interviewer: **How is it possible that quite a large number of children suffer from obesity? What are the causes?**

Expert: Well, I think that each of us knows the answer. Children and adolescents play computer games, surf on the Internet and watch TV a lot. This physical inactivity takes up most of their time, apart from sleeping. If they spend their free time this way for more than 5 hours a day, the obesity risk is five times higher. Decline of physical activity rises with age and it is comparable between boys and girls. Shortening the viewing period leads consequently to loss of weight.

Interviewer: **Is physical activity the only problem or are there any other factors that contribute?**

Expert: As you know, TV programmes are connected with commercials. The food advertised on them contains a high amount of sugar or fat, mostly both. Mainly sweets or unhealthy drinks are being advertised. Since drinking liquids is very important for all people, they try to drink as much as possible. But children usually prefer sweetened drinks, which are totally unsuitable for them. Despite this fact, their consumption has been rising each year.

Interviewer: **What other problems are accompanied by obesity?**

Expert: Except for the undeniable health risks that are caused by obesity, another and quite serious problem is social isolation. Obese children are usually excluded from the collective at school, they have fewer friends and are considered lazy, stupid or morally deficient by their classmates. However, this doesn't have to be true at all.

Interviewer: **How do parents react to their obese children? Do they try to help them overcome this problem?**

Expert: You would probably be surprised by how some parents behave towards these children – you wouldn't even expect such a reaction. There are parents who undermine their children or abuse them verbally from time to time. Social discrimination has its roots in kindergarten and the older the child is, the worse it is. Fat children are a common target of ridicule which has a negative impact on their mental development. Obese children are different from their peers, not only in appearance but also in physical predisposition. Consequently, the children may undermine themselves. Girls are more introverted, sensitive and rather passive. Boys usually behave aggressively.

Interviewer: **Can we predict that if parents suffer from weight problems, their children might become obese as well? Is obesity hereditary?**

Expert: The majority of obese children in our country suffer from the so-called exogenous obesity, which means it is caused by bad eating habits and a lack of physical exercise in combination with some genetic predispositions. According to the latest studies, if one of the parents is obese, the risk of their offspring being obese is three times higher. In the case of both parents being obese, the risk is ten times higher. It is connected with children's lifestyle and habits seen in their parents. Four out of five overweight children are overweight in adulthood. Only in five per cent of the child population is obesity caused by brain damage or hereditary disease.

*Interviewer:***What are the predictions for the future? Are you rather pessimistic or do you think it will improve?**

Expert: Nowadays, more than a billion people suffer from obesity or are overweight. The World Health Organisation warns that obesity affects 22 million children under five

years and 155 million school pupils worldwide. Almost every tenth child in our country is obese. It is expected that by 2015 another 500 million people will have to face obesity. Diabetes goes hand in hand with obesity, and it is estimated that every third child will suffer from diabetes, which is becoming the most common disease among young people.

Interviewer: **So, what is being done? What kinds of measures are being adopted?**

Expert: There is a new preventive programme in our country, called GAME OVER – 4.85. The number expresses the target cholesterol level in individual children. If the number is higher, the situation is getting serious. The cholesterol level should be lowered. A few schools participate in this programme and teach children in an interesting and appealing way to distinguish between healthy and unhealthy food and what they should buy. This knowledge is then transferred to their parents. Exercise is considered a must and it is emphasised as an essential part of daily routine.

Interviewer: **What would you suggest doing? Do you have any advice on how to avoid this problem?**

Expert: Well, prevention is better than cure. Parents should always listen to their children, they should know what their children like and what they don't like. Parents shouldn't force their children to eat what they don't want to. What's important is to include some exercise in everyday activities. Children should give up drinking beverages containing too much sugar. The best thing is not to start drinking them at all. Sweets should be replaced by fruit or vegetables, of course, fresh. Parents must set a good example for their children. This is one of the most vital things. But they shouldn't overdo it. Everything in moderation – keep that in mind!

3. IN A TRAVEL AGENCY (DVD/POCUVANIE_TESTY/TRACK 09)

Travel agent: Good afternoon. Can I help you?

Customer: Good afternoon, I´d like to book a summer holiday.

Travel agent: Have you seen our catalogue, by any chance? There's a wide offer of summer holidays in there.

Customer: Unfortunately, not. Actually, this is the first time I've considered a package holiday. I don't want to be stressed at all, so I'd rather have everything arranged for me.

Travel agent: Ok. What exactly do you have in mind? Any specific destinations you wish to see?

Customer: Well, to be honest, I haven't thought about anything specific. What can you offer?

Travel agent: There is a lot to choose from. Let me see... Italy, Croatia and many other European countries. In case you'd like something special, I'd recommend Turkey, Egypt, Tunisia or the Canary Islands. Which do you prefer?

Customer: Well, hard to say, but probably an exotic place would be nice. I've already seen most of Europe. Yeah, exotic countries sound better.

Travel agent: And which country would you like to go to?

Customer: Umm... all of them appeal to me. I really don't know which one to choose. What about Tunisia? What about the accommodation, board and the facilities there?

Travel agent: There's a four-star hotel with full board, rooms are equipped with a bathroom and a separate toilet, a double bed, balcony and a TV set. Is that OK with you?

Customer: Not bad, but I'd like all inclusive. Is there anything like that in Tunisia?
Travel agent: Oh, I'm sorry, but we only offer full or half board. But I think the Canary Islands offer all-inclusive packages.
Customer: Which hotel could you recommend me?
Travel agent: Blue Lagoon is a five-star all-inclusive beach hotel with two swimming pools, one with salty and the other one with fresh water. There are quite big rooms with an entrance hall and a bedroom with a large double bed, fridge, TV set, a small patio. What do you think about it?
Customer: Wow, fantastic! Are there any vacancies in July?
Travel agent: Well, let me check... I'm sorry, but the rooms are sold out in July. What about the beginning of August? Would that be OK with you?
Customer: I'm sorry, but I can't do the beginning of August. I'm on a business trip in Paris. Haven't you got any vacancies for the end of August? I should be free by then.
Travel agent: Well..., ah, there are two rooms available – single and double. Should I make the reservations for you?
Customer: Yes, of course.
Travel agent: Which room should I book for you?
Customer: Well, there are two of us, so a double room, please.
Travel agent: And how long would you like to stay?
Customer: For one week. How much is it?
Travel agent: The room costs 600 euros.
Customer: That's fine. By the way, does the room have a view of the sea?
Travel agent: I can't tell you right now, but I can talk to my colleagues in the hotel to arrange it for you. It won't be a problem, I think.
Customer: That's really nice of you.
Travel agent: But the airport fee and insurance aren't included in the price. So it's not the final price. The airport fee is approximately 50 euros and insurance about 5 euros a day.
Customer: So, how much is it altogether?
Travel agent: Approximately 870 euros.
Customer: Ok. When am I supposed to pay for my holiday?
Travel agent: It's up to you, but at least seven days before departure. Can you leave a deposit here now?
Customer: How much would that be? Would a 100 euros be OK?
Travel agent: That's enough.
Customer: Can I pay by credit card?
Travel agent: I'm sorry, but we don't accept credit cards. Can you pay in cash?
Customer: Ok, no problem. Here you are.
Travel agent: Thank you.
Customer: You're welcome.
Travel agent: And don't forget to stop by and pay the rest by the 27th of August.
Customer: Sure, I'll be back by then.
Travel agent: Goodbye and have a nice day.
Customer: Thanks, goodbye.

SOME USEFUL PHRASES AND EXPRESSIONS

Box 1: HOW TO DESCRIBE A PICTURE (ako opísať obrázok)

In this picture, there is a...
I can see a/some...
In the top right/left corner, there is a/there are some...
At the bottom of the picture there is a/there are some...
In the middle there is a/there are some...
Both pictures show...

Box 2: HOW TO DESCRIBE A STRANGE OBJECT (ako opísať neznámy predmet)

It's a thing/stuff/something...
It looks like...
It reminds me of...
It's a kind of... sort of...
This object looks strange.
I have never seen anything like this before.

Box 3: HOW TO DESCRIBE A PLACE (ako opísať miesto)

It's famous for...
It's one of the most famous/beautiful... in...
It is situated in the south/north/west/east.
It is situated on the river...
It is known as...
You should definitely visit...
... is worth seeing.
... is worth a visit.

Box 4: HOW TO COMPARE (ako porovnávať)

alike, like, similar to, just as, the same as, more or less the same as, identical, equivalent, likewise, comparable to

They are almost identical/almost the same/more or less the same...
In the first picture... while in the other one...
The... in the first picture shows... whereas the... in the second picture shows...

Box 5: HOW TO CONTRAST (ako vyjadriť rozdiely)

unlike, different, in contrast, whereas, is different from, slightly/ completely different from, on the other hand, conversely, but, more than, less than, worse than, better than

These two pictures differ a bit/quite a lot because...
The biggest difference between these pictures is...
There are few differences between...

Box 6: HOW TO TALK ABOUT ADVANTAGES AND DISADVANTAGES (ako hovoriť o výhodách a nevýhodách)

There are few advantages of...
The first advantage is that...
I can see another advantage in that...
Besides this...
I can see more advantages than disadvantages...

Box 7: HOW TO EXPRESS OPINION (ako vyjadriť názor)

I think/believe/feel...
I'm quite/fairly certain that...
I am pretty sure that...
In my opinion/view...
I imagine/suppose/reckon...
As I see it.../As far as I can see...
It appears to me/seems to me...
It's quite obvious that...
Some people might think...
According to some people...

Box 8: HOW TO AGREE WITH AN OPINION (ako súhlasiť s názorom)

I agree (completely)/(entirely).
Exactly. Absolutely. Definitely.
That's right/true. Fair enough.
I suppose so. I think so.
I couldn't agree more.
That's exactly what I think.
That's what I was going to say.
That's a good point.

Box 9: HOW TO DISAGREE WITH AN OPINION (ako nesúhlasiť s názorom)

Yes, but...
That's true but...
I agree with you, but...
That's a good idea, but...
You're right, but...
I see/take your point, but...
Well, you have a point there, but...
I see what you mean, but...
To a certain extent yes, but...
I can see why you say that, but...
In most cases you would be right, but...
Forgive me if I'm wrong, but...
Yes, but it has to do more with...
I agree in theory, but...
I don't think so.
That's one way of looking at it.
Personally, I'm more inclined to agree with...
I'm sorry, but I really can't agree.
I'm not really sure.

Box 10: HOW TO GIVE REASONS, EXAMPLES AND ARGUMENTS (ako uviesť dôvody a príklady, ako argumentovať)

Firstly.../Secondly...
The first reason is...
To start with...
And on top of that...
For one thing...
And for another...
For example...
For instance...
Let's see an example.

Box 11: HOW TO READ CHARTS AND GRAPHS (ako čítať tabuľky a grafy)

In looking at the figures in this pie chart, we can see that...
If you look at this bar chart, you can see...
TO INCREASE (↗): to go up, to climb, to rise, to grow, to peak, to expand, to boom, to recover
TO DECREASE (↘): to go down, to fall, to drop, to decline, to shrink
TO REMAIN STABLE (—): to remain steady, to stand still, to remain constant, to remain the same, to stay steady, to remain level
TO CHANGE (~): to fluctuate, to oscillate

Box 12: HOW TO START AN INFORMAL CONVERSATION
(ako nadviazať neformálny rozhovor)

Hi, Tim, is that you?
I haven't seen you for a long time.
Tim, how have you been?
Tim, you look great.
It's been a while, hasn't it?
So, how are you enjoying the party?
Hello, you must be Julia's brother.

Box 13: HOW TO START A FORMAL CONVERSATION WITH STRANGERS
(ako nadviazať formálny rozhovor s neznámymi ľuďmi)

Are you here for business or pleasure?
Don't you happen to know what time it is?
Hello, are you enjoying the party?
Excuse me, is this seat taken?
Hi. I have heard that you come from Switzerland. Do you?
Is this your first visit to Slovakia?
The weather is awful, isn't it?
I'm sorry to trouble you, but haven't we met before?

Box 14: HOW TO FINISH A CONVERSATION (ako ukončiť konverzáciu)

It was great to see you/to talk to you again.
I wish I had more time, but I really have to go now.
I am afraid that it's getting late.
Well, I'd rather go now.
I've got to go now, see you.

Box 15: HOW TO GIVE RECOMMENDATIONS AND ADVICE (ako odporúčať a radiť)

I'd really recommend...
You must/should certainly try...
Be careful with...
Don' t forget to...
Don't be surprised if...
Always remember to...
You should expect people to...
It's polite to...
I wouldn't recommend...
If I were you I wouldn't...
You'd rather didn't...
You shouldn't...
Personally, I wouldn't...
You should never...

Box 16: HOW TO MAKE POLITE REQUESTS (ako zdvorilo o niečo žiadať)

Excuse me, can I...?
Would you mind...-ing?
Do you mind if I...?
Can you/Could you..., please?
Could I have..., please?
Could you possibly... ?
Do you think you could... for me, please?
Is it all right if I... ?
May I... ?

Box 17: HOW TO INVITE, ACCEPT AND REFUSE AN INVITATION (ako pozvať, ako prijať a odmietnuť pozvanie)

Do you feel like.....-ing?
How about.....-ing?
Do you fancy.....-ing?
Would you like to...?
I was wondering if you'd like to...

ACCEPTING AN INVITATION (prijatie pozvania)
Yes, I'd love to.
That would be great. Thanks.
Thank you very much. That would be lovely.

REFUSING AN INVITATION (odmietnutie pozvania)
We can't, I'm afraid.
Sorry, but we're busy.
What a shame!
I'd love to but...
That's very kind of you but, unfortunately, ...
Well, actually, ...

Box 18: HOW TO OFFER HELP, ACCEPT AND REFUSE HELP (ako ponúknuť, prijať a odmietnuť pomoc)

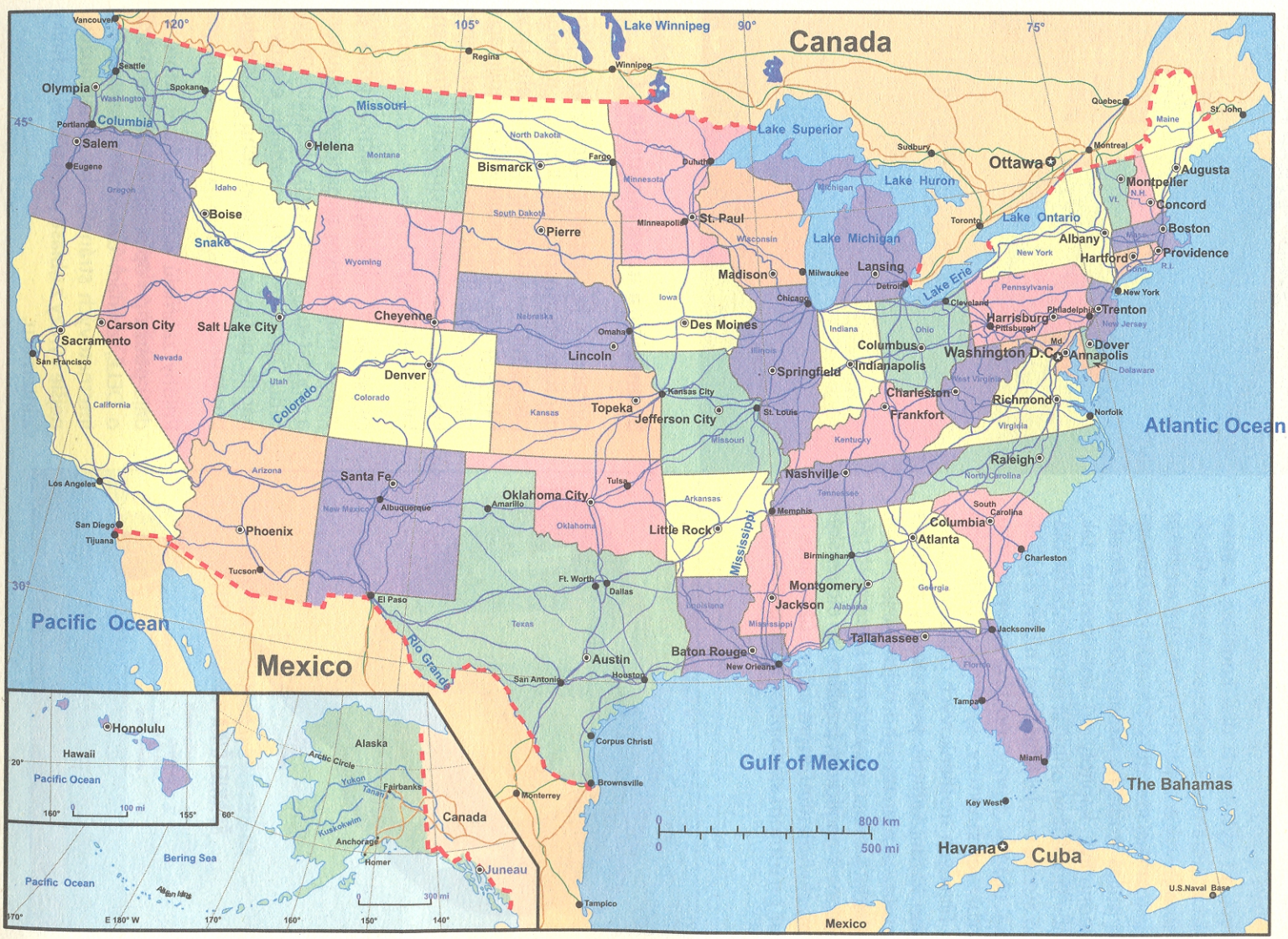
Shall I... for you?
Can I help you?
I'll do it for you.

ACCEPTING HELP (prijatie pomoci)
Thank you. That's very kind of you.

REFUSING HELP (odmietnutie pomoci)

United Kingdom of Great Britain and Northern Ireland




United States of America
Canada
Mexico
Pacific Ocean
Atlantic Ocean
Gulf of Mexico
Lake Winnipeg
Lake Superior
Lake Huron
Lake Michigan
Lake Erie
Lake Ontario
Vancouver
Seattle
Olympia
Washington
Spokane
Portland
Columbia
Salem
Eugene
Oregon
Regina
Winnipeg
Missouri
Helena
Montana
Idaho
Boise
Snake
North Dakota
Bismarck
Fargo
Duluth
Minnesota
South Dakota
Pierre
Minneapolis
St. Paul
Wisconsin
Michigan
Wyoming
Nebraska
Omaha
Des Moines
Iowa
Chicago
Madison
Milwaukee
Lansing
Detroit
Cheyenne
Carson City
Salt Lake City
Sacramento
San Francisco
Nevada
Utah
Colorado
Denver
California
Lincoln
Indiana
Ohio
Illinois
Springfield
Columbus
Indianapolis
Kansas City
Kansas
Topeka
Jefferson City
St. Louis
Missouri
Kentucky
Charleston
Frankfort
Richmond
Virginia
Washington D.C.
Md.
Dover
Annapolis
Delaware
Norfolk
Pennsylvania
Cleveland
Harrisburg
Pittsburgh
Philadelphia
Trenton
New Jersey
New York
Albany
Hartford
Conn.
R.I.
Providence
Boston
Vt.
N.H.
Concord
Montpelier
Maine
Augusta
Quebec
Montreal
Ottawa
Toronto
Sudbury
St. John
Arizona
Santa Fe
New Mexico
Albuquerque
Amarillo
Oklahoma City
Oklahoma
Tulsa
Arkansas
Little Rock
Nashville
Tennessee
Memphis
Mississippi
Raleigh
North Carolina
South Carolina
Columbia
Atlanta
Charleston
Birmingham
Montgomery
Jackson
Alabama
Georgia
Louisiana
Mississippi
Tallahassee
Jacksonville
Florida
Tampa
Miami
Key West
The Bahamas
Los Angeles
San Diego
Tijuana
Phoenix
Tucson
El Paso
Texas
Rio Grande
Ft. Worth
Dallas
Austin
San Antonio
Houston
Baton Rouge
New Orleans
Corpus Christi
Brownsville
Monterrey
Tampico
Havana
Cuba
U.S.Naval Base
Mexico
Honolulu
Hawaii
Pacific Ocean
Alaska
Arctic Circle
Yukon
Fairbanks
Tanana
Canada
Kuskokwim
Anchorage
Homer
Juneau
Bering Sea
Pacific Ocean
Aleutian Islands
120°
105°
90°
75°
45°
30°
20°
60°
170°
160°
150°
140°
E 180° W
100 mi
300 mi
800 km
500 mi